

FROM THE EDITOR

...Expectations are like a burr under the saddle and at the same time a sheltering cloak

Workforce preparation experts tell us that we will change careers an average of 13 times in the course of our worklife. In one of my earlier careers, I was a surgical nurse and before that a student nurse in preparation for a career in the operating room. On the last day before graduation I learned a lasting lesson about expectations.



thoughts flashing through my mind: "It's over! I was just suspended for hitchhiking home for Mother's Day. Now this is the end. What will my parents say?"

Then I heard this funny noise. It sounded like laughing. I opened my eyes to see a big smile. Mother Superior chuckled as she said: "You have been the ringleaders for mischief over the last

Our class of 33 had always tried to leave defining marks for those who would follow, so it wasn't a surprise to anyone when we decided to dye our white pinafores red for our last day of work. It was great fun, and even those a little reluctant to get involved in some of our other shenanigans thought this was a great way to say good-bye.

three years but this one is the best!" She paused. "Now listen to me carefully! As of today, I expect you to channel those talents to more productive purposes. Do something for the greater good of the world." Then she gave us that look and said, "Don't let me down."

Early on our last day we donned our red pinafores and arrived at our respective nurses' stations to the raised eyebrows of our head nurses and the smiles of the doctors. The patients loved it. There was an aura of inclusiveness throughout the hospital; everyone seemed caught up in our departing prank. We were just about ready to pat ourselves on the back when a call hit all the nurses' stations; "Senior student nurses please report to Mother Superior's office."

I have carried those words and expectations with me all my life always asking the question; Could I do more? Could I do better? Would Mother Superior approve?

Expectations are like a burr under the saddle and at the same time a sheltering cloak. We feel the urgency to achieve and work harder because of someone's expectations. At the same time those expectations gently say, "I believe in you. I am with you."

We arrived in the office and gathered around Mother Superior's desk. She looked at us and said: "Is this a professional way to go to work?" And then she quickly followed, "Who is responsible for this?" Everyone looked down. "Let me see your hands," was her next request. We put our hands out, and there were three of us with red hands. Darn leaky rubber gloves! Caught again! Mother Superior asked everyone to return to their dorms, change their uniforms, and get back to work . . . except the three of us. When the others had gone, she said, "Close the door." I closed my eyes and backed against the door, slowly closing it, with unthinkable

The process of reading is built on expectations. Young children see this square thing with all kinds of images and pictures and gradually understand the images and even call them by name. A parent, grandparent, or child-care provider says: "Someday you will read this." And it happens. Ideally that scenario is repeated over and over again, as a children read increasingly difficult words, and look at the pride in someone's eyes. They feel that burr under the saddle to stretch, achieve more, and read another book. They also feel that sheltering cloak that is reminiscent of the Little Engine that Could . . . I think I can. . .

Jane Angelis, Editor

Continuance

CONTENTS

4

BOARD CHAIRS DISCUSS THE FUTURE OF EDUCATION

4. Ronald Gidwitz, Illinois State Board of Education
4. Edward Duffy, Illinois Community College Board
5. Philip Rock, Illinois Board of Higher Education

7

SPECIAL ISSUE ON READING AND LITERACY



7. Literacy is lifegiving skills, Virginia Mathews
The joy of reading and family role models, Eunie Greer
8. The power of family literacy, Sharon Darling
9. America Reads, Carol Rasco
10. Paul Simon and Barbara Bush join forces for literacy: A national symposium
11. New ISBE ReadingTeam: Eunie Greer and Mike Dunn

12

READING AND SERVICE

12. Reading is fun when helping senior citizens
Reading the newspaper with older adults, East Aurora
13. America Reads helped me find my future
Kimberly Mercer, UIUC
14. Residents' Life Storybook Project, Linda Steed
Shawnee Alliance for Seniors
Making a book was the beginning of a friendship,
David Schwartz

15

SPECIAL INSERT ON READING IN AFTER-SCHOOL PROGRAMS

15 to 26 After-school programs provide a perfect opportunity for older volunteers to read and serve with children. You will find information on children, reading lists, and service ideas.

27

MORE READING PROGRAMS

27. Reading is computers too! Evergreen Park School District
28. Rochelle Lee's 10-year Adventure Serving
Her Community with Reading
29. My great-aunt's gift, Patty Berndt, Bloomington
30. Breathing excitement into reading

31

ORGANIZATIONS THAT PROMOTE READING



31. Look Around Read Around Chicago: Summer Reading Program at the Chicago Public Library
32. Organizations that promote reading: IL Reading Council
IL Assoc. of Teachers of English
33. What is happening with literacy in Illinois? Judy Rake
34. Jean Wilkins, New Illinois State Library Director

38

WHAT IS HAPPENING IN ILLINOIS?

35. A change in leadership at ISU
36. Getting back to basic values:
A community college program
37. Intergenerational Public Policy
38. Coming
39. The History of Lifelong



40

LIFELONG: AN ORGANIZATION OF OLDER LEARNER PROGRAMS

Seniors to gather throughout the state to discuss the meaning of education in their lives.

Board chairs discuss

Governor Ryan recently appointed new chairs for the three educational agencies, the Illinois Board of Higher Education, the Illinois State Board of Education, and the Illinois Community College Board. Each of the new chairs was interviewed for Continuance and responded to questions concerning the future of education in Illinois. Two common themes were found in the interviews; the strong support for working together in the P-16+ Partnership, and concern about the ever-increasing need for remediation.



**Ronald J. Gidwitz, Chairman
Illinois State Board of Education**

Background

Ronald Gidwitz was recently appointed as chair of the Illinois State Board of Education. When asked about his education, he talks about being a mediocre student. "I was never enamored with the idea of education. I spent most of my spare time dreaming about getting away from education rather than getting into it."

Of the people who had a significant impact on his life, he said, "I had an important hero in my life, my father. He helped me through difficult teenage years, and it wasn't until I was an adult that I discovered he wasn't always right." He has strong values and strong opinions. I like to think that those values rubbed off on me. In any event, life was simpler then. Temptations and consequences were less severe. I managed to stay out of trouble, probably because I didn't want to have to answer to Dad.

Becoming Board Chair

If I could have fast forwarded to 1999

from the time in my youth when I was ambivalent about education, who would have thought that I would someday be the chair of the Illinois State Board of Education? It just supports the idea that you don't have to be a class leader to accomplish great things in your life.

Historically the Illinois State Board of Education has had balance between various academic and business communities, and has had geographical and bipartisan representation of the state. Gidwitz is the first board chair from Chicago in nearly 20 years.

Challenges for Education

The single greatest challenge for education in Illinois is to ensure that every child has the chance to be successful. Each child has limits and potential, but too often we have taken conventional approaches to the educational process and get a conventional and frequently sub-optimal result. We need to ask ourselves, How can we try nontraditional ways which will help children reach for the stars?

My hope and expectation, and that of Superintendent McGee and the board, is that our legacy will be the finest educational system in the country. At the present time, we are not considered a first-tier state. But that will change. We can't do everything in the beginning, we must select priorities and do a few things well before we add more.

Service Learning

I don't know if service learning is the answer to improving academic performance. We have a few hours each day to help children learn. How can we
Continued page 6



**Edward T. Duffy, Chairman
Illinois Community College Board**

Background

Foreign languages were a requirement when I was in high school. I selected Spanish, but I had no interest in it and failed the first semester. My parents made me take it during summer school, and after that my attitude about education changed completely. My new Spanish teacher made learning fun and as a result I enjoyed the language and became a good student. For me this was the turning point in my education.

My mother is my hero. She died at a very young age but left her extraordinary mark on those she loved. She was the one in the family who tempered and translated and encouraged members of the family. She was a unique individual with a special talent for leading from the rear.

Becoming Board Chair

I have known the governor since he
Continued page 5

the future of education

was Speaker of the House. We worked closely together when he was Lt. Governor and I was with the Illinois Department of Alcohol and Substance Abuse. As I served in different positions, we became close professional colleagues. Governor Ryan has this incredible love for kids and an overwhelming interest in education.

Challenges for Education

1. We need to be prepared to change for the future. Industry changes, the world changes, how some people do things in life changes, and education must also be prepared to change.
2. We need to find ways to raise money to provide for a good education. We don't compete against ourselves; we compete against a world market. We need to take a closer look at other countries and that world market.
3. We need to keep able and qualified people in the education field.

Community Colleges

Community colleges cannot maintain traditional roles, we must be innovative. We have a wonderful university system but many people are unable to pay. Our community college system is second to none and also affordable with a supportive environment. Three of my daughters prepared for the university through community colleges.

Often when legislators talk about education they stop at the 12th grade. We need to get focused on education beyond high school. Remember that we

Continued page 6



**Philip Rock, Chairman
Illinois Board of Higher Education**

Background

My hero and role model is my father. He did not have the opportunity for a college education but had common sense. He was the single most tolerant individual I have ever known. Everyone liked him, he was very engaging and thoughtful of others.

Another model was a Jesuit teacher who taught me to use my talents. I had a tendency to grasp things easily so I tended to get lazy. He made sure that I gave extra effort by going out of his way to make my assignments more difficult.

For a number of years I was in the seminary and studied Latin, classical Greek, philosophy and theology. I developed a keen sense of the worth of an education and became especially interested in higher education.

Becoming Chair

From 1971 to 1993, I served in the general assembly. The majority of those 22 years I was the sponsor of the higher education budget which always came out of the Senate. In 1993, I retired and was appointed to the Board

of Higher Education.

Becoming Board Chair

Governor Ryan wanted to demonstrate his willingness to work with everyone, particularly the other party. We have been friends, and so he had confidence in selecting me. He has the ability to work with all elected officials and wants to say to the higher education community that education is not partisan.

Challenges for Higher Education

Quality, accountability, cost, and access are the priorities for higher education. We are just starting a major study of access and diversity and there are many questions to be answered. As a parent I have serious concerns about why students can't finish in four years, but maybe it takes more time; if so, we should fund for five, six, seven, or eight years. We seem to have minority students starting in higher education but our record of retaining is them is less than perfect. Some of the distance learning people point to smaller expenditures to educate. What is the right amount? We haven't come to grips with what it costs to educate.

Quality is difficult to measure but the main question is, "Are the young people prepared to take their place in the workforce?" If no, then we need to take a hard look at what we are about. We must assure everyone that we are giving our best effort. We need to put it all into sync.

Are we lowering the bar? It is doable because of the advances and risks we have taken so far? We are on the cutting edge of many things such as distance learning and seeing affordability,

Continued page 6

P-16 PARTNERSHIP

Gidwitz from page 4

best use that time? The reality is that we have a series of choices about what fills the hours in the educational day. We must choose what contributes the most to academic success.

P-16 Partnership

Higher education and K-12 have been too frequently disconnected. There are economic reasons as well as performance reasons for encouraging partnerships between K-12 and higher education. For example, we test students in the later years of high school and then, in many cases, they get to higher education and get retested. We need to coordinate our efforts so that students aren't tested two or three times when once would suffice.

Why can't we coordinate the high school curriculum so that children are prepared for grade 13? I am pleased to see that a number of schools are in the process of eliminating social promotion. We need to make sure that children perform with respect to class, standards, and outcomes so that all are integrated with expectations of higher education as a guide.

Older Adults in Schools

Involving older adults with children is, terrific and there is evidence that young and old benefit from that association. Older adults can be involved in many ways with children. One of the most challenging is the time after school. Reading and tutoring is a one-on-one experience that can involve many people. We encourage people to get involved in a way that is constructive, supportive, and beneficial to the students.

After-School Time

I am concerned about what kids do after school. It is a prime opportunity to reinforce what children are learning rather than the unplanned time that leads to delinquency, vandalism, and failure. We need to take the time between 2:30 and 6:00 and put it to constructive use. We need to keep school buildings open after school to make them accessible to the community and available to students.

Duffy from page 5

are all lifelong learners.

P-16 Partnership

The key word is partnership. Education is a partnership from the time you begin at a young age until you finish. It has to be a meshing of all the levels. You can't start and stop, learning evolves and continues throughout life.

Civic Involvement

Civic involvement has always been a part of my life and I have always been involved in the community. It is good for youth to see leaders giving back to the community. I don't think anything prepares you for life like being involved with the community. People get involved in the community in different ways. For example, my daughter became involved with cystic fibrosis and the community when a friend died. This experience changed her life.

Service Learning

I strongly support service and learning. The traditional ways we educate are changing dramatically so that we teach, involve students in real learning situations, and expose them to new things.

Years ago we would train the workers and help them prepare for new opportunities. It wasn't considered education, it was considered job training.

Remediation

The need for remediation is not new. Years ago we talked about social promotions. Those people are still out there and we can't change the system overnight. We have an obligation to give students the resources and the tools to complete their education.

Rock from page 5

accessibility and quality come together.

Service Learning

Service learning is absolutely essential and should be encouraged at every level, particularly in higher education. Students need to come to grips with their life's work and should have experience in the community not just the classroom. I encouraged my own youngsters to involve themselves in whatever interested them for the common good.

One is always grateful and appreciative of awards for community service. It always struck me that we give awards for things we should do in the first place. When we do something the way it should be done, that is our responsibility. We all need a greater sense of community responsibility.

Involvement of Older Adults

We need to take a greater interest and take advantage of senior wisdom, especially when seniors are interested in getting involved and schools and universities would benefit. It is incumbent on us to afford some help with the advent of what is called "distance learning," for senior citizen involvement.

P-16 Partnership

The P-16 partnership is absolutely crucial. I was delighted that boards have decided that it is a priority. We will be appointing people to carry the load on behalf of board. One issue that the partnership must address is remediation, which people don't want to talk about. The amount of money spent on remediation is ridiculous. If we don't get to the point where education becomes a seamless system, we are wasting resources.

I would like the epitaph on my tombstone to read, "He attempted to make available quality education for everyone who wanted to have it. He tried to make it affordable and of high quality."

Special Issue on Reading and Service

Reading is the gateway to all other knowledge. Students who do not learn efficient reading skills are blocked from every other subject in their schooling (The National Center to Improve the Tools of Educators, 1996). Reading and literacy are complex topics that affect all ages. It is not our desire to try to cover the waterfront of literacy and reading in this issue, but rather give an overview of the some of the trends particularly from an intergenerational perspective. Writers of all ages fill these pages with stories about their reading experiences and how they sharpen their reading skills in service to others. The highlight of the issue is the center pull-out section which features a new initiative called, "Read with Children After School."

Literacy is lifegiving skills

by Virginia Mathews, Consultant
Library of Congress, Center for the Book



Virginia Mathews Decoding is only the first step, the one that supplies the words that unlock the meaning that we bring to what the writer offers us. Reading is thus a shared enterprise, an interactive enterprise of the first magnitude.

We must learn to think about what literacy really is. It is a set of lifegiving skills that bestows the priceless gift of self-confidence. Being fully and expansively literate in the broadest sense equips us with the know-how, the courage and the resilience, to change what can be changed for the better.

The joy of reading and family reading models

by Eunice Ann Greer
Illinois Statewide Reading Initiative
Illinois State Board of Education

My parents and family are the reason literacy is a priority in my personal and professional life. My parents read to me, surrounded me with books and modeled through their actions and choices the unequaled value and absolute joy of reading. I understand the power literacy can have in people's lives. It can entertain, teach and enlighten, compel action and change minds.

We moved often when I was growing up--my father was in the air force. By the time I was in fifth grade, I had attended five different schools. I couldn't take my friends with me when we moved, but I could take my books, and before the kids in my new schools risked talking to me, my books did.

So in a very real sense, books are my oldest and most loyal friends. I remember, as a ten-year-old, wishing I could hire Helen Louise Thorndyke to do nothing but sit in a room and write more Honey Bunch adventure books for me so that no matter how long I read, I'd never run out of them. I've been lucky enough to have parents and family members who encouraged my reading. Books were given as gifts and handed down as a treasured legacy from my parents and grandparents. The Honey Bunch books were my mother's before they were mine.

Continued page 11

The Power of Family Literacy

by Sharon Darling, Executive Director
National Center for Family Literacy

The story of family literacy is a story of people and their success.

It's about Sara who takes all six of her children to the front door one day and points to the mailbox. She tells them to look at that mailbox. She says there will never be another welfare check in that mailbox, because she's going back to school right beside them.

The family literacy story happens in small towns across America where a person like Maria can pass the GED at age 28 and stay with her education until she earns a bachelor's degree in nursing. And while she is busy learning, her children can take their place in class and succeed at reading and social studies with the best of the class.

It's the story of big cities, where Chicago neighborhood warfare plays itself out perilously close to the windows of Juan's small apartment. He's huddled close to his three children and they all do homework and take-home activities from the Even Start family literacy classroom. Tomorrow will find all of them back for another day of parenting skills, basic skills, preschool experiences and shared time.

It's a long story with thousands of chapters, each one full of the drama and the passion of people struggling against the odds they face and that their parents faced before them. And it's a story of success.

The power of family literacy is the celebration of that success. It's the recognition that a field of learning has developed around a program that works. The National Center for Family Literacy has pioneered a program that combines early childhood education, adult literacy education, parent support and structured interaction between parents and their children. This program wraps around undereducation, the poverty that results from it, and the trap they create for millions of families across the United States, across generations.

A growing number of researchers, based on large-scale evaluations and



Sharon Darling

controlled studies, are reaching conclusions about poverty and undereducation and about the best way to serve those needs of our society.

One such study by Lisbeth Schorr, Harvard Project on Schooling and Children, tells us that child poverty is the most important risk factor causing damaging outcomes in families. A high family income, then, is the most critical need to reverse

this. Programs that most successfully do this are those that are comprehensive, intensive, flexible and responsive to the setting and particular local needs; deal with children as parts of families and with families as parts of communities, and programs that start early and are oriented toward prevention.

It seems clear that literacy is a family legacy handed down through generations. The 1996 IEA Reading Literacy Study documents this legacy. The study shows a significant pattern of increased literacy performance of children for each higher level of academic attainment of either the father or mother. Parents with low levels of education or low English-speaking skills often can't obtain or keep jobs and therefore can't support their families. What begins as an education problem or a problem with English skills becomes a financial problem for the entire

Literacy colors a child's world in various ways inside and outside the home. The child of parents with low literacy skills doesn't have the same chance for education as the child of highly literate parents. The child is less likely to have educational opportunities outside the home or to be enrolled in pre-kindergarten programs. That lack of participation increases the disadvantage the child already has from parents with low levels of literacy. Once the child enters school he does less well there

family. Children then live with parents who are poor and form the statistics that shame every American: Between 1971 and 1992, the number of preschool children living below the poverty level increased 70 percent. In 1994 a quarter of the children under six in America lived in homes beneath the poverty level, then at \$11,821 for a family of three.

Children whose parents lack a high school diploma are almost twice as likely to live in poverty as are children whose parents are high school graduates.

The condition of poverty is linked to literacy; the relationship between literacy and education of adults and poverty in the family is clear. In fact, the median weekly income is higher for each higher level of literacy. The income of people at literacy level one - the lowest level - is only half that of those at level four, and one-third the amount for level five.

than children whose parents have better education and high income levels. If he is retained in earlier grades due to poor performance, the child is more likely than others to leave school before graduating; he is more than twice as likely to leave school than another child from a middle income family. Even worse, he leaves at 10 times the rate of a child from a high income family. For further information National Center for Family Literacy, 502-584-1133x 128, FAX 502-584-0172, www.familit.org

America Reads: A Challenge for Everyone

*by Carol Rasco, Director
America Reads Challenge*



Carol Rasco

Through the America Reads Challenge we stress that we are not a single program, not a single technique but a challenge for individuals to take and to determine for themselves what they can do to promote the goal. We encourage everyone, every organization wishing to take part to form coalitions in their neighborhoods, communities, schools, regions and states to address this critical issue for our children and their families.

Many coalitions are forming and working on the issue as well as individuals working in quiet one-on-one ways to help children read. Over 1100 colleges have started tutoring programs of some type and over 20,000 college Federal Work-Study students tutored in the first year (school year 97-98) of the waiver given to campuses. We have over 300 members of the President's Coalition for the America Reads Challenge with many of these memberships consisting of numerous chapters or regional programs.

Raising the literacy levels of our children is a long term effort and that is why we stress the early years, birth through elementary.

For further information call 1-800-872-5327 or TDD 1-800-437-0833 or www.ed.gov/inits/americanreads

National Literacy Conference

Literacy Symposium Draws National Attention to Improve Literacy Rates

National literacy experts and advocates came to Carbondale in March for the Public Policy Institute's National Forum on Literacy. During the two-day symposium, the experts designed an action agenda to assure that Americans of all ages possess adequate reading skills. "The United States faces its most critical skills gap in this century," the joint statement read. "Nearly 40 million adult Americans lack the skills to be fully productive members of local communities as effective workers, citizens and parents."

Facts on Literacy

By the most conservative estimate, 23 million adult Americans cannot read a newspaper and cannot fill out an application form. And obviously, they cannot help their children with schoolwork, so the problem is perpetuated.

Of those in our prisons and jails, 82% are high school dropouts. When they improve their basic skills-even while in prison-the probability of their returning to a life of crime and to prison drops dramatically.

A highlight of the conference was the public address by former First Lady Barbara Bush, who is a long-standing champion of literacy programs in



Paul Simon and Barbara Bush are old friends who collaborated on the National Literacy Act during the Bush administration. They join forces again to reinvigorate literacy efforts throughout the country.

America. "Today, unfortunately, the 'to-do' list is still very long. But like me, I'm sure you've noticed a new energy around the country when it comes to literacy, and to education in general," Bush said in her remarks. "Everyone from corporate CEOs, to Hollywood celebrities and best-selling authors, to working moms and dads, and retired grandparents come up and ask the familiar question, 'What can we do to help?' You'll be happy to know I'm pretty quick on the answer: Give money, give time, give support."

In addition to Mrs. Bush, participants included Rep. Tom Sawyer (D-Ohio), who joined Simon in co-sponsoring the National Literacy Act; Illinois Secretary of State and State Librarian Jesse White; First Lady of Illinois Lura Lynn Ryan; Hazel Loucks, Deputy Governor for Education; leaders of national literacy and adult

education organizations; teachers; and adults who dramatically changed their lives by overcoming illiteracy. Sawyer and other speakers stressed that millions of Americans either do not-or will not-possess the fundamental skills needed to attain and perform in good jobs in the 21st century. Without an able work force, they added, the nation will be unable to sustain economic growth in an increasingly competitive global economy and assure a high quality of life for all Americans.

Impact of the Symposium

Participants in the symposium brainstormed and formulated their recommendations to promote greater literacy rates and more successful programs in the United States. The follow-up was evident just two days after the forum was concluded when the American Library Association (ALA) addressed the challenges of the new literacy campaign outlined by the Symposium.

In mid-May, the ALA convened a strategy session in Washington, D.C. to discuss the important role of libraries in the literacy movement. One outcome of the meeting is the emergence of an organized, nationwide, county-by-county literacy campaign beginning on January 2, 2000. For more information on ALA's efforts, call 1-800-545-2433 or www.ala.org.

For information on the Public Policy Institute at SIUC, 618-453-4009 From *Review & Preview* the newsletter of the Public Policy Institute, Southern Illinois University at Carbondale

Joy From page 7

My parents modeled the value of reading for me. I watched them both choose reading as a leisure activity, and I thrived intellectually through their commitment to my growing literacy. When we moved to Rantoul, Illinois, I was ten, and my school had a sparse library. My mother took it upon herself to assemble a corps of volunteers, solicit funds, and establish a first-rate school library that was catalogued by the Dewey decimal system and run exclusively by mothers and other volunteers from the community. My father devoted many a Saturday to helping build the shelves that held the thousands of books that my mother and other helpers brought to live in that library.

Today my parents continue to model what it means to be a reader and a learner. They are both in their mid-seventies, and in the past five years, they have become two of the most accomplished computer users I know. I'm quite sure they exceeded my own proficiency some time back. They are my two favorite candidates for "poster seniors" for lifelong learning.

Now it is my turn to take up the challenge of introducing a new family member to books as well as everything else that means "literacy" as we move into the millennium. My daughter, Meg, has just turned three. Some of our best times are spent stretched out on my bed comparing animal collages from Eric Carle's many wonderful books; talking about how different the moon looks in *Good Night Moon*, *Wait 'til the Moon is Full*, and *My Dinosaur*; or finding all of the "m's" on a page of *Lady Bug Magazine*. For now at least, I'll let her grandparents take the lead in encouraging her computer literacy skills.

My love of literacy has grown from my own family's values. I remind myself how lucky I am to have had

New Reading Team for Illinois



Eunice Greer and Mike Dunn, Leaders of the New Illinois State Board of Education Reading Initiative

Mike Dunn. They will provide leadership in the development and implementation of a comprehensive strategic plan for literacy development and reading excellence in Illinois."

Eunice Greer is currently Administrator for the Division of Standards at ISBE. She received her Ph.D. in Education and Masters Degree in Reading from the University of Illinois. She was an elementary school teacher, and the research director of a Harvard University middle-school project.

Mike Dunn is the former Assistant Superintendent for Learning from Deerfield District #109. He has been active in state, national and international conversations about reading for 28 years. His Ph.D is from the University of Missouri.

Reading Challenges

by Mike Dunn, Special Assistant
ISBE Reading Initiative

We have discussed three important areas for reading in Illinois.

1 - Promote professional development at all levels including classroom teachers, people in volunteer literacy programs, and college and university faculty.

2 - Focus on developing some strong models and look at existing models of early intervention programs. We need to focus on children before they have big problems.

3 - Create an awareness of how the communities can support literacy and how they can get the message out about the positive things happening and the success stories.

"There are few things that we can do for children that are more important than teaching them to read with fluency, comprehension, and enjoyment."
--Superintendent Glenn "Max" McGee

the opportunities I have. I do not take them for granted, and I want them for all children and adults. I sincerely believe that the children and adults of Illinois have every right to expect a great deal from me. We have a tremendous opportunity!

Reading is fun when helping senior citizens

Students Speak

By Steve Stephenson, Eighth Grade Student, Waldo Middle School

I read a book about Christopher Columbus to four nice ladies at the Jennings Terrace Nursing Home. While I was reading, we had many conversations. One of the ladies told me about how she was one of the first to be appointed to the police force in the City of Aurora. A 94-year-old lady told me how she ran into one of the biggest gangsters that ever lived, Al Capone. It amazed me that each of these ladies talked to me about their

past as if they had known me for a very long time.

My experience with the four ladies helped me to see older people in a new way. I am now able to talk with them more comfortably. Reading to them has helped me become a better reader in front of my classmates and outside the school. I think the LEARN and SERVE idea has made school more enjoyable and more meaningful for the students and the teachers. I hope we can continue this at Aurora East High School.



Steve Stephenson reading with ladies from the Jennings Terrace Nursing Home

Reading the newspaper with older adults

"As the area representative for the educational aspect of the Beacon News, the students at the Waldo and Cowherd Middle Schools learned the importance the newspaper has in the lives of the elderly. They saw and heard how the elderly stay in touch with the world through the newspaper." Gene Guill

Beacon News reporter Sandy Stevens spoke to students regarding how and why the newspaper is produced. Students then took a field trip to see the

making of the newspaper. The role of the newspaper was discussed as to its relevance to the elderly, for example, keeping in touch with the news about friends and neighbors they are no longer able to visit. They also discussed which parts of the newspaper are the most interesting to senior citizens. The students realized that the newspaper has more than just the front page and the sports page and that the newspaper is often a social item for seniors giving them community news that they might not otherwise hear.

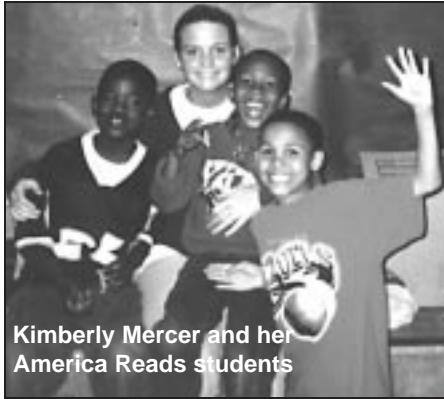
Anna Sanford, East Aurora School Service Center

The Aurora Manor Nursing Home and Jennings Terrace Nursing Home formed a learning community with Cowherd and Waldo Middle Schools in Aurora as the sixth, seventh, and eighth grade students learned that the senior citizens enjoy the same things they do. One way the students learned they could help and befriend the senior citizens was to read to them. The students read articles from the *Reader's Digest* mainly because they are the best length and are of interest. Several students read to the residents in Spanish, which really delighted the seniors.

The students interviewed the senior residents on two occasions. The students took notes about the senior's life. They used the notes to write biographies about the residents. The students drew illustrations, put them into blank books and wrote the life stories of the residents. The books were then taken back to the nursing home and read in front of all the residents. Many tears were shed. The residents were given their books which they treasure.

Students practiced their reading materials before using them. As oral readers they became more fluent, expressive, and confident and they learned to speak using appropriate language to the situation and audience. Students wrote thank you letters to newspaper sponsors and letters to the Beacon News and kept journals about their experiences. For information, 630-844-5592

America Reads Helped Me Find My Future



Kimberly Mercer and her America Reads students

by Kimberly Mercer, Freshman University of Illinois Urbana/Champaign

I just completed my freshman year at the University of Illinois. My first year in college opened

my eyes to many different things, but the fact that I now know what I want to do with the rest of my life comes from the job I had during my freshman year.

I am enrolled in the Work-Study program at the university. With that came a lot of opportunities for employment. I received a letter saying that there was an opportunity to tutor children and make money at it. I knew then that it was the perfect job for me. I applied, and it was not long until I was hired as an America Reads tutor. There were two mandatory training sessions where we received an America Reads handbook that went over a lot of useful information and different scenarios. At the sessions they emphasized the importance of reliability and good attendance. They also gave us many important tips on how to share reading with children. After the sessions, I felt that I was ready to start my job.

During first semester, I worked in an elementary school in Urbana with kids ranging from first to fifth grades. I walked from class to class pulling different students to read with me. We read books specified to their grade level. I made a lot of new little friends, but it was not until second semester and the BEST program that I truly felt that I was making a difference. The BEST Program is an after school program held from 3:00 p.m. to 5:00 p.m. Children bring their homework and try to finish it before they go home. That was a great part of my America Reads experience. Knowing that I am directly affecting a child's grades, and knowing that I am helping them learn a concept that they may have had trouble with was very gratifying. Also, for the children that did not have homework, we read books. This is where I had to opportunity to help kids pick out books

that I remember loving as a child. We read Roald Dahl, and of course Dr. Seuss, among many other great books. It was flattering when I would walk into the room and the kids would fight over who could sit by me. That is when I knew for certain what I wanted to do with the rest of my life.

Other contributors to my great experience with America Reads were my co-workers. We were a very diverse group. We represented African Americans, Asian Americans, Hispanic Americans, and Caucasian Americans. We learned a lot from each other as well as from the children. America Reads was one of the aspects of my freshman year that made it so memorable. I felt very fulfilled everyday when I would leave the job. Knowing that I affected lives is a very rewarding concept. I read somewhere that it takes five minutes to get to know someone, but a lifetime to forget them. I hope that the kids that I worked with will never forget me, as well as the kids I hope to teach in the fall. I know that I will never forget the impact that the job had on me.

If everything goes as planned, I will be returning to the same job next semester, and with all of my new experience, I know that I will be a better tutor. Constantly improving myself with each passing year will bring knowledge for my future job, and a lot of great memories.

America Reads Challenge

The America Reads Challenge is a grassroots call to action by President Clinton. This unprecedented national campaign challenges every American to help all our children learn to read. The Challenge targets several initiatives:

- Federal Work-Study students from colleges and universities tutoring children in reading
- Corporation for National Service programs such as, AmeriCorps, VISTA, National Senior Service Corps, and Learn & Serve America.
- Other organizations and initiatives

If you would like to be listed as a member of the America Reads Challenge call 1-800-872-5327 or TDD 1-800-437-0833 or www.ed.gov/inits/americanreads

Residents' Life Storybook Project

by Linda Steed, Seniors Long Term Care
Ombudsman Program
Shawnee Alliance for Seniors
Carterville

Creating books is a way to increase an intergenerational presence in nursing homes and improve the quality of life. The Shawnee Alliance for Seniors recruited children from churches, schools, and scout troops to interview seniors and write about them. The interviews became books, complete with illustrations. The children read the books to the nursing home residents and presented them as gifts. Residents treasure the books and often talk about the project.

In order to make the project work, adults are needed both during the interview and in the making of the



Linda Steed with students and senior citizen enjoying the book they had made.

books. A list of interview questions is provided for guiding the interviews and the adults can assist in asking questions as well as taking notes for the children. Adults who are assisting can also help when the books are being made by the children. One adult

per two to three children seems to work best.

Children and residents alike have shown much interest and appreciation for the projects. Several children asked to continue to visit the residents. One child who showed initial fear, later asked if she could go back.

There are several goals accomplished with the project; (1) Residents get more opportunities to converse, reminisce, and have more social interaction. (2) Children have the experience of reading and connecting reading with developing relationships, and (3) Community presence in nursing homes is increased which increases quality of life for residents.

Making a Book was the Beginning of a Friendship

Students Speak

by David Schwartz, 4th Grade Student
Carterville



It all started when I went with my Sunday school class to the nursing home in Carbondale and we got assigned a person to talk to. My person was named Henry Walker. We called him Ed for short. We had to ask him questions like what his favorite food was and what he liked to play with when he was young. We worked on putting the facts into a story and we made a book of all the facts with pictures that we drew. Then we went back a couple weeks later and presented the book. Ed liked it so much that he would not let go of it. We gave him some pictures of us with him and we talked for a while about baseball and all kinds of neat things.

It was really sad when we had to leave. I walked Ed back to his room and we gave each other a hug. It sure did make Ed feel good and I felt good too. That's why you should spend time with older people. It is a lot of fun. You can learn a lot from them. They have lived a long time and even fought in wars for us. They have done lots of other things for us too like raising our parents. Now when they need help, we should help them for all the things they have done to help us. I got

to hear a lot of neat stories about old times. My friend Ed told me about going to school on a horse and about riding to get groceries in a horse and buggy. They tell you to be polite and that ladies should always go first.

My Grandpa was pretty old too. He used to tell me lots of stories about when he was young and he sang songs that I had never heard. My Grandpa told me about a time when they played baseball until he hit the ball into the woods and they couldn't find it. Then they had to quit because they didn't have another ball. Visiting older people can help both you and them too. You can learn a lot and it is fun. Every kid should think about finding an older person to have as a friend.

Top 10 reasons to be a good citizen by visiting older people by David Schwartz

1. They are nice to us.
2. They need people to love them too.
3. They have lots of good stories to tell.
4. It makes you feel good to help other people.
5. We can learn about old times from them.
6. Sometimes their families don't visit them very much.
7. Sometimes they are sick or don't feel good and a visit makes them feel better.
8. Sometimes they can't do work to fix things at home and need help.
9. They would help me if I needed it.
10. We need to remember them because of all the things they did for us.

A GUIDE FOR

***Reading
with
children***

AFTER SCHOOL

An hour a week

Continuance MAGAZINE

Summer 1999

A Guide for Reading with Children After School

Table of Contents

<i>New Initiative and Comments</i>	Page 3
<i>Successful After-School Programs</i>	Page 4
<i>Out-of-School Time: An Invitation and Goals</i>	Page 5
<i>Understanding Children Ages 5-6</i>	Page 6
<i>Understanding Children Ages 7-9</i>	Page 7
<i>Understanding Children Ages 10-13</i>	Page 8
<i>Resources</i>	Page 9
<i>Reading and Service</i>	Page 10-11
<i>Locating After-School Programs</i>	Page 12

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-Jane Angelis, Director, Intergenerational Initiative

Reading with Children After School

New Initiative Links Reading, Service, and After-School Programs

Reading with Children After School is an initiative that combines the great need for reading skills with another great need, community involvement. This short guide provides information on after-school programs, basic information on service learning, a description of the children age 5 to 13 who are in after-school programs, and suggestions for books and resources. On the back cover you will find specific directions about getting involved as a volunteer to pilot the after-school program as a reading role model.

Purpose

The purpose of *Reading with Children After School* is to:

- 1) Involve older learners from community colleges and universities as reading role models in after-school programs;
- 2) Promote the enjoyment of reading and fun that goes with it;
- 3) Involve students in a service activity such as reading with younger children and later planning a service activity that fits with the student's and older adult's mutual interests.

Organization

The initiative taps existing systems. The key to the project is INCCRRA (the Illinois Network for Child Care Resource and Referral Agencies), Chicago MOST (Making the Most of Out-of-School Time), and *Lifelong*, a coalition of programs for older learners in community colleges and universities. INCCRRA and Chicago MOST have extensive networks throughout the state and in the city of Chicago that will assist older adults connecting to after-school

programs. *Lifelong* involves 52 community colleges and universities and upwards of 10,000 older learners throughout the state.

Getting Started

During the fall semester we will engage 80 older adults (48 in INCCRRA regions) and (32 in Chicago MOST programs). After the initial program is evaluated and fine tuned, we will gradually expand beginning in January.

"As an educator, I know that reading to a child creates a bond that benefits both the reader and the listener, and even more importantly develops an interest in books that lasts a lifetime."

Secretary of State and State Librarian Jesse White



"One of the most important challenges I face as governor is to ensure that we are preparing today's students for the challenges of tomorrow. This means spending time with our children outside of school on activities that reinforce learning. Whether you are young or old, there is no greater joy than a good book." Governor George Ryan

3

Successful After-School Programs

Reflecting on the task of organizing volunteers in after-school programs



by Jeanne H. Bradner

After-school reading programs are win/win opportunities for the student, the volunteer, and the after-school program. The student is exposed to the wonders of books and encouraged to embark on a lifetime of enjoyment, discovery and growth. Volunteers enjoy the books, the reading experience, and being part of the program, but most of all, they enjoy the reward of knowing that they have made a difference in the life of one child. The program is able to sponsor a remarkable one-on-one supplementary relationship that can enhance students' enthusiasm, interest and ability while involving members of the community in the process.

Like all good efforts, however, this partnership requires some planning. Without planning, some volunteer efforts may still produce results; but reliable outcomes are more likely if program expectations of the volunteers and volunteers' expectations of the program are understood from the beginning.

Planning a Volunteer Program

*Clear guidelines
Training
Recognition
Appreciation
Feedback*

What does the program want the volunteer to do? A simple job description that states what it is the program hopes the student will achieve through the volunteers's efforts (reading readiness, enjoyment of books, attention of a person passionate about the potential of reading.) is essential. If the program doesn't know what the volunteers are to do, how can the volunteers be expected to know?

How will the program help the volunteers be successful? Some simple training on reading aloud effectively is helpful and builds the volunteer's confidence. For example, volunteers can be encouraged to read with expression and enjoyment and to answer students' questions without making unnecessary interpretations of the content of the story.

What are the requirements of the program? It is essential that the relationship be a consistent one. How many times a week or a month do you want the volunteers and the students to be together? For how long? Since consistency is essential if the students are to progress, what are the volunteers' responsibilities regarding attendance and notification of absence? Some programs have volunteers work in pairs so that there is always one volunteer who can substitute for the other. Programs can also provide a list of sub-

stitutes and hold the volunteers responsible for finding occasional replacements. In addition, it is important to let volunteers know if there is a required training or orientation session.

What are the policies of the program or the sponsoring institution that pertain to volunteers? Should there be a policy on confidentiality, so that volunteers do not discuss their students outside the classroom? Is it necessary to have a policy that states that volunteers and students will not have contact outside the classroom unless a parent or teacher is present?

What kinds of feedback and recognition will volunteers receive to know their efforts are worthwhile? Simple things like repeating comments the students have made or remarking on improved student performance can help the volunteers realize that their efforts are worthwhile. This kind of recognition can go a long way in helping to retain good volunteers in the program. In addition, thank-you notes from the students or their parents, certificates, or inexpensive recognition gifts (coffee mug, small box of candy) can assure the volunteers that their efforts are noticed.

*Jeanne H. Bradner is an international expert on volunteer management and was director of ACTION, and the IL Office of Voluntary Action. She is the author of *Passionate Volunteerism* and *The Board Member's Guide*. Her new book, *Leading Volunteers for Results*, will be available in the fall of 1999 through Conversation Press, 800-848-5224.*

Out-of-School Time

Need for Adults After School

In the past few decades, dramatic changes in the social and economic fabric of our country have led to profound changes for the American family. Today, less than 15 percent of our nation's children live in a household with a working father and a "stay-at-home" mother (U.S. Census Bureau, 1996). In fact, according to the U.S. Bureau of Census (1991), two-thirds or 24 million children age five to fourteen are in need of care during their out-of-school time hours, a population that is expected to grow with recent changes in welfare laws. The General Accounting Office estimates that in the year 2002, the current child care supply would meet as little as 25 percent of the demand in some urban areas (GAO/May 1997).

Quality out-of-school time (OST) programs provide a variety of enrichment activities that keep children safe, provide opportunities for positive and consistent relationships with adults and other peers, promote development through recreation, and offer extra learning time for students. Quality OST programs also provide opportunities for young people to volunteer in their communities, learn leadership and team building skills, and connect with adult mentors. From *Service as a Strategy in Out-of-School Time*



Eunice Ann Greer

An Invitation to Older Adults

from Eunice Ann Greer
Illinois Statewide Reading Initiative
Illinois State Board of Education

We invite you to become a reading role model in an important new initiative to improve reading in Illinois! Reading a book to a child is a wonderful way to begin a friendship. Just think of it, right away, you have something in common. Something you've shared that you can talk about, laugh about and remember. Spending time with a child says, "You are important! I care enough to choose to spend my time with you. I like you." There are so many children who need someone to read to them and who desperately need to hear that message. And when you help children learn to read, you give them an important tool that they will use for the rest of their lives. I hope you and your new young friend have a wonderful time with the books you will read and share. I know your student will remember you and the times you spend reading together for years and years to come.

Goals

1 - FUN

- Make reading fun
- Help children develop an enjoyment of reading
- Find humor together

2 - SERVICE

- Older adults and students tap reading as a way to serve others
- Older adults become reading models and invite their friends to get involved reading with children after school
- Older students read with younger students
- Together, students and older adults plan a service experience and discuss its impact on their citizenship



Reading is fun and enjoyable especially when one reads about creepy crawly things. A Generations Exchange volunteer reads to District 15 students in Palatine

A Poem to an Older Volunteer

by Erica Koppenhoefer, 4th grade
Fairview School, Bloomington

You are very special to the earth
Yes, from the beginning of your birth.
We love you even though you're old
Because you have stories that must be told.

Understanding Children Ages 5-6

THE TRANSITION YEARS

From the "Resource Notebook: School Age Care: Out of School Time," Child Care Bureau, Department of Health and Human Services

Developmentally:

Children of this age are still close to their preschool years. They may act like their older peers some of the time, but when they are tired or stressed, they may act in ways that are characteristic of much younger children (e.g. sucking their thumb, wanting to sit in an adult's lap). At this age, children learn through play. Through activity they develop a sense of competence, self-esteem, and problem-solving skills.

Physically:

These children are still developing their gross and fine motor skills. For example, they are developing eye-hand coordination to throw and catch balls. They may fall when running or making quick turns. They enjoy high energy games, but may still need naps. They like free-play activities like climbing and chasing each other.

Emotionally and Socially:

They are still learning how to cooperate with others in a group. They may be egocentric in their thinking—putting themselves first without considering other points of view. They like to be with a small group of friends. Friendships tend to be based on common interests and are therefore

often short-lived. Five- and six-year olds can be easily frightened by new events. They look to adults for guidance, encouragement, and direction. They need a sense of stability and routine.

Cognitively:

Children this age are usually very literal and concrete in their thinking. They like to ask questions and look to adults as authority figures. They are still learning how to read and write. They are learning to share their thoughts and feelings in words rather than in behavior. They may have difficulty understanding written and spoken directions. They have shorter attention spans than older children.

Reading Lists

American Library Association List

Keats, E. J. **The Snowy Day**
Lobel, A. **Frog and Toad Are Friends**
McCloskey, R. **Make Way for Ducklings**
Sendak, M. **Where the Wild Things Are**
Step toe, J. **Mufaro's Beautiful Daughters: An African Tale.**
Viorst, J. **Alexander and the Terrible, Horrible, No Good, Very Bad Day.**

Reading is Fundamental List

Allard, Harry. **Miss Nelson Is Missing!**
Ames, Lee J. **Draw Draw Draw**
Anonymous. Fairy tales, folk tales, and nursery rhymes including: "Cinderella," "The Gingerbread Man," "Little Red Riding Hood," "The Three Little Pigs," "The Three Billy Goats Gruff," "Goldilocks and the Three Bears," and **Mother Goose Rhymes**
Bemelmans, L. **Madeleine**
Mayer, M. **There's a Nightmare in My Closet**
Piper, W. **The Little Engine That Could**
Potter, B. **The Tale of Peter Rabbit**

Rey, H.A. **Curious George**
Seuss, Dr. **The Cat in the Hat**
Solbodkina, E. **Caps for Sale**

Caldecott Winners

Snowflake Bentley, illustrated by Mary Azarian; text: Jacqueline Briggs Martin
Rapunzel by Paul O. Zelinsky
Golem by David Wisniewski
Officer Buckle and Gloria by Peggy Rathmann
Smoky Night, illustrated by David Diaz; text: Eve Bunting
Grandfather's Journey by Allen Say; text: edited by Walter Lorraine
Mirette on the High Wire by Emily Arnold McCully



Tuesday by David Wiesner
Black and White by David Macaulay
Lon Po Po: A Red-Riding Hood Story from China by Ed Young
Song and Dance Man, illustrated by Stephen Gammell; text: Karen Ackerman
Owl Moon, illustrated by John Schoenherr; text: Jane Yolen
Hey, Al, illustrated by Richard Egielski; text: Arthur Yorinks
The Polar Express by Chris Van Allsburg
Saint George and the Dragon, illustrated by Trina Schart Hyman; text: retold by Margaret Hodges
The Glorious Flight: Across the Channel with Louis Bleriot by Alice & Martin Provensen
Shadow, translated and illustrated by Marcia Brown
Jumanji by Chris Van Allsburg
Fables by Arnold Lobel
Ox-Cart Man, illustrated by Barbara Cooney; text: Donald Hall
The Girl Who Loved Wild Horses by Paul Goble
Noah's Ark by Peter Spier

Understanding Children Ages 7-9

MIDDLE YEARS

From the "Resource Notebook: School Age Care: Out of School Time," Child Care Bureau, Department of Health and Human Services



These middle years are the beginning year of what Piaget called "concrete operational stage: (ages seven to 12 years) and what Erikson termed "the stage of industry." Children are increasingly interested in the fruits of their labors; their sense of self-worth is increasingly defined by their achievements. They need time to practice more complex skills. The peer group is more important to them now.

Physically:

These children are experiencing less rapid physical growth. Their gross and fine motor skills have improved and they like to attempt to master interesting physical activities through practice and variations on movement. They have lots of energy that at times, can become reckless. They like structured games that have rules, but may need help in learning and interpreting the rules.

Emotionally and Socially:

Children this age are forming close friendships, mostly with same-sex peers. Friendships are more long lasting. Children are often guided by the behavior and beliefs of the peer group. They still enjoy adult encouragement and like to be acknowledged for their accomplishments. They tend to be self-conscious about their abilities.

Cognitively:

Seven-and nine-year old children have longer attention spans. They like increasingly complex intellectual challenges and are now reading to learn rather than learning to read. They are interested in discovering things for themselves.

Human Relationships:

Children in the middle years need to be with friends. They like feeling part

of a group and enjoy opportunities to form clubs. They are more self-directed. They like to have input into planning and carrying out group activities. They like meeting new people who can share skills such as photography, skiing, or creating a newspaper. Staff need to focus on providing activity choices and resources. They are facilitators, rather than directors of children's activities. Middle school-age children tend to see things in black and white, so may need assistance in appreciating others' viewpoints and exceptional circumstances. They may need reminders to use words to express feelings.

Choice is very important for seven to nine-year olds. They like to decide what they will do, how they will do it, when, and with whom. Middle school-age children like activities that require lots of energy and skill. They like competitive as well as cooperative games, team as well as individual sports. They like role-playing games. They enjoy collecting things and problem-solving games like treasure hunts. They like to daydream. They appreciate opportunities to refine skills they have (e.g. jump-roping techniques, computer games).

Reading Lists

American Library Association List

Baum, L. Frank. **The Wizard of Oz**
Blume **Tales of a Fourth Grade Nothing**
Byars, Betsy. **The Pinballs**
Cleary, B. **Ramona Quimby, Age Eight**
DeClements, B. **Nothing's Fair in Fifth Grade**
Farley, Walter. **The Black Stallion**
Fitzgerald, John D. **The Great Brain**
Gipson, Fred. **Old Yeller**
Hiller, B.B. **The Karate Kid**
Howe, D. & J.. **Bunnicula: A Rabbit Tale of Mystery**
Lewis, C.S. **The Lion, the Witch, and the Wardrobe**
O'Dell, S.. **Island of the Blue Dolphins**
Paterson, Katherine. **The Bridge to Terabithia**
Rawls, W.. **Where the Red Fern Grows**

Rockwell, T. **How to Eat Fried Worms**
Sewell, Anna. **Black Beauty**
Silverstein, S. **Where the Sidewalk Ends**
Twain, M. **The Adventures of Tom Sawyer**
Warner, Gertrude. **Boxcar Children**
White, E.B. **Charlotte's Web**
Wilder, L. **Little House on the Prairie**

Web Sites

Scholastic: has fun family activities and expert advice on reading as well as cool games and activities for kids.
<http://www.scholastic.com/>

World of Reading is an educational, challenging, and safe web site to excite children about reading, writing, and publishing: while increasing their knowledge of the internet. <http://www.worldreading.org/>

Understanding Children Ages 10-13

PRE-AND EARLY ADOLESCENCE

From the "Resource Notebook: School Age Care: Out of School Time," Child Care Bureau, Department of Health and Human Services

Because of varying rates of growth spurts, there is greater variation among children in this age group than children in the two other age groups. Even within each young person, there may be a great deal of variability in behavior. They may act like teenagers much of the time, but other times, act more like young children. Children are very interested in being independent and having more responsibility. They need lots of time to be with their peers.

Their time with adults is often focused on exploring the adult world, or issues

of their own identity. Erickson defines this as the stage for establishing identity. They are examining their values, their relationships with family, friends, and with the world. They may begin to worry about social justice issues like the environment, hunger, and homelessness.

Physically:

Young people between the ages of ten and thirteen grow more rapidly than at any time since infancy. They may feel awkward and experience a lack of coordination. Puberty begins. Appetites tend to be big. Hormonal changes can cause moodiness.

Emotionally and Socially:

Children at this age tend to be very self-conscious about their bodies and how they look. This is a time of increased psychological vulnerability,

particularly for girls who are at risk for developing distorted body images, eating disorders, and depression. All children this age feel a strong desire to conform to their peer group and often assert their emerging individuality by being critical of others. They tend to be competitive and daring. They form close one-to-one friendships. Their need for loving, supportive adults if often camouflaged by their intense loyalty to a peer group.

Cognitively:

Children in this age group are developing abstract thinking skills. They are beginning to think about future life roles and are better able to postpone gratification. They can plan ahead and organize tasks with little or no assistance from adults. They are beginning to develop opinions about social issues.

Reading Lists

Newberry Award Winners

Holes by Louis Sachar

Out of the Dust by Karen Hesse

The View from Saturday by E.L. Konigsburg

Walk Two Moons by Sharon Creech

The Giver by Lois Lowry

Missing May by Cynthia Rylant

Shiloh by Phyllis Reynolds Naylor

Maniac Magee by Jerry Spinelli

Number the Stars by Lois Lowry

Joyful Noise: Poems for Two Voices by Paul Fleischman

Lincoln: A Photobiography by Russell Freedman

The Whipping Boy by Sid Fleischman

Sarah, Plain and Tall by Patricia MacLachlan

The Hero and the Crown by Robin McKinley

Dear Mr. Henshaw by Beverly Cleary

Dacey's Song by Cynthia Voigt

A Visit to William Blake's Inn: Poems for Innocent and Experienced Travelers by Nancy Willard

Jacob Have I Loved by Katherine Paterson

A Gathering of Days: A New England Girl's Journal, 1830-1832 by Joan W. Blos (Scribner)

The Westing Game by Ellen Raskin

Bridge to Terabithia by Katherine Paterson

Roll of Thunder, Hear My Cry by Mildred D. Taylor

The Grey King by Susan Cooper

M. C. Higgins, The Great by Virginia Hamilton

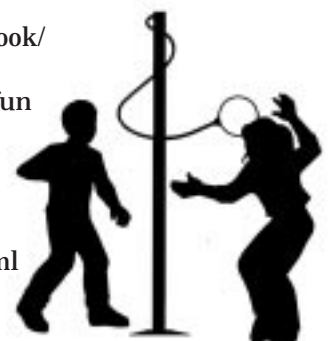
The Slave Dancer by Paula Fox

Julie of the Wolves by Jean Craighead George

Web Sites

The Reading Dimension: An exciting online book group for third to eighth grades.
<http://www.eduplace.com/kids/book/>

Sports Illustrated for Kids is a fun site for kids interested in sports and reading. This site includes games, reports on athletes, and e-mailing friends.
<http://www.sikids.com/index.html>



Resources

Best Resources for Reading

The children's librarian in every community has great ideas, suggestions about reading, and helpful hints. The library should be your first stop in preparing for reading in an after-school program.

Good Resources

Volunteer Tutor's Toolbox

by Beth Ann Herrmann

Whether you are a volunteer in a community literacy program, a one-on-one tutor, or a parent who wants to help in the classroom, this book will show you how to work with individual students to strengthen their reading abilities.

So...What's a Tutor Do?

by Cathy Roller

Important answers for tutors are presented in this instructive book, which provides both a general outline of how an individual tutoring session should be structured and specific suggestions and strategies for each segment of the session.

The Reading Team: A handbook for Volunteer Tutors K-3

by Lesley Mandel Morrow and Barbara Walker

The America Reads Challenge, a nonpartisan effort with the goal of teaching every child to read fluently by the end of the third grade, depends on the efforts of volunteer tutors. This handbook is designed to provide volunteer tutors with specific, hands-on information about the tutoring process.

Read to Me

This 13-minute video introduces parents to the importance of reading aloud to their children. Read to Me shows parents the value of reading aloud, how to read to their children, and how to select appropriate books.

Manuals to Assist Reading Tutors

On the road to reading: A guide for community partners, Koralek, D., & Collins, R. Early Childhood Technical Assistance Center. Vienna, Va., 1997

Read Aloud Handbook, Jim Trelease, Reading Tree Productions, 1995, 413-782-5839

Read with me: A guide for student volunteers starting early childhood literacy programs. Arnold, C. Washington, D.C.: U.S. Department of Education. (1997).

Teaching children to read: A step-by-step guide for volunteer tutors. Chall, J. S., Roswell, F. G., Fletcher, M. B., Richmond, D. Continental Press. 1998

Volunteers working with young readers, Laminack, L.L. Urbana, IL, National Council of Teachers of English, 1998



Reading one-on-one at St. Theas School

The Ten Most Read Books (International Reading Assoc.)

Charlotte's Web, by E.B. White

Charlie and the Chocolate Factory, by Roald Dahl

Arthur's Chicken Pox, by Marc Brown

Alexander and the Terrible, Horrible, No Good Day, by Judith Viorst

Clifford the Big Red Dog, by Norman Bridwell

Arthur Babysits, by Marc Brown

Matilda, by Roald Dahl

There's a Boy in the Girl's Bathroom, by Louis Sachar

The Lion, the Witch, and the Wardrobe, by C.S. Lewis

James and the Giant Peach, by Roald Dahl

Web Sites

America Reads

www.ed.gov/inits/americanreads

Eric Clearinghouse

<http://ericps.crc.uiuc.edu/ericcece.html>

Illinois State Library

www.library.sos.state.il.us

Illinois Reading Council

www.illinoisreadingcouncil.org

Intergenerational Initiative

www.siu.edu/offices/iii

Illinois State Board of Education

www.isbe.state.il.us

Reading and Service

Why Service in After-School Programs?

Some OST (Out-of-school time) programs are also using service and service-learning activities to expand and enhance opportunities for children and youth. Service is people taking responsibility for meeting community needs by giving their time and talents to help solve problems. Service can be an important resource in after-school programs in two primary ways:

For Older Adults: Bringing community service resources into programs to increase organizational capacity and support the delivery of care.

For Students: Engaging children and youth in community service and service-learning activities in the out-of-school time hours.

Citizenship

Service is a vital way to teach citizenship, responsibility, and discipline; to build skills; to enhance self-esteem; to develop problemsolving abilities, introduce new career options and prepare young people for future work.

Service answers the need of all young people, rich and poor, for practical experience and an understanding of democratic values in action; and the need to learn how to work with people of different backgrounds and experiences.

Older Adults

When older adults get involved with

an after-school program, they give young people an example of service. They also share their stories and history to help students broaden their horizons.

Students

Service requires a different way of thinking about children and youth—not only as the recipients of others' service, but also as providers of much needed service and solutions to community problems if they are given proper support and guidance in high-quality programs.

Older Adults Combine Reading and Service After School

We all remember someone in our life who asked us to go beyond what we were doing, to stretch, to excel, to reach toward our potential. At the same time we remember people who were fun to be with and knew how to make us laugh. Reading with children gives many opportunities to plant expectations and to build humorous and enjoyable experiences.



Finding enjoyment and fun in reading in an out-of-school time

Service Learning Works

A 1997 study by Brandeis University and Abt Associates shows that students who participate in effective service-learning programs:

- improve their academic grades;
- are more committed to service;
- are more aware of community needs;
- are more socially responsible;
- are more accepting of cultural diversity;
- are more positive about their school experience; and
- are more likely to want to attend four-year colleges.

Research from the National Institute on Out-of-School Time

What children do during out-of-school time will have a major influence on their academic achievement and life success. The kinds of relationships they develop with adults and peers are also important factors in their development. Out-of-school time is an opportunity for children to develop their social competence and make lasting friendships. Children who spend more time with friends may have more opportunities to develop social skills, which have been related to higher levels of both self-esteem and academic skills. In addition, research indicates that children who have the opportunity for social connections in the after-school hours are more well-adjusted and happier than those who do not. NIOST, Feb. 1997

Reading and Service

Young People Teaching

Educational experts tell us that the best way to learn something is to teach it. School-aged children involved in reading programs for younger students or



older adults say that it helps their reading skills and gives them a greater understanding of the learning process and what their teachers experience. The young man in the photo to the left describes a set of learning experiences when he read the newspaper, Readers Digest, and a story about Columbus to ladies at the

nursing home. He says, "I feel more confident of my reading ability in front of the class." He also is more comfortable telling the stories about the early days and Al Capone that the ladies told him.

Ideas for Service-Learning Projects

The possibilities for service-learning activities are endless. During school and in out-of-school time, young people in service-learning programs

- preserve native plants;
- design neighborhood playgrounds;

- teach younger children to read;
- teach conflict resolution skills to others;
- test local water quality;
- create wheelchair-accessible ramps to their schools;

History of Read with Children After School



On December 4-6, 1996, *Expanding Opportunities in Out-of-School Time: A National Forum on Service and School-Age Care* launched a new partnership to expand the resources available for children and youth in programs operating before school, after school, on weekends, and during school breaks (i.e., out-of-school time, OST). The Corporation for National Service, the Department of Education, the Child Care Bureau at the Department of Health and Human Services, the Na-

tional Association of Child Care Resource and Referral Agencies, and the National Institute on Out-of-School Time joined together to begin planning for the development of new community-based collaborations that will expand and enhance out-of-school time programs for children and youth. Three pilot state teams-Illinois, Massachusetts, and Washington-and a national partnership team met to discuss solutions for the implementation of service integration with out-of-school time at the community, state, and national levels.

Members of the Illinois team included Tim Krieger, Illinois Office for the Corporation for National Service; Josephine Robinson, McDowell Settlement; Jeanne Bradner, Illinois Commission for Community Service; David Piel, Carole Robinson Center; Michele Piel, Department of Human Services; and Jane Angelis, Illinois Intergenerational Initiative, Southern Illinois University. Others who joined the effort included Leonette Coates and Greg Graham, Chicago MOST; Steve BeMiller, Illinois Network for Child Care Resource and Referral Agencies; Bill Garcia, Illinois State Board of Education (Learn and Serve); Carleen Stambaugh, Illinois School-Aged Child Care Network; Shawn Sweeney, Illinois Campus Compact; Cass Wolfe, Illinois Department of Human Services, Traeae Brockhouse, Illinois Childcorps. For further information contact; Jane Angelis, SIU, Mailcode 4341, Carbondale, IL 62901 618-453-1186 FAX 618-453-4295 illi@siu.edu

Resources

**Great Resource,* The Kids Guide to Service Projects*, Barbara Lewis, Free Spirit Publishing, 612-338-2068 and local book stores.

Enriching the Curriculum through Service Learning, Carol Kinsely and Kate McPherson, Assoc. for Supervision and Curriculum Development, 703-549-9110

Service as a Strategy in Out-of-School Time, Corporation for National Service 1-800-942-2677 x 280

National Service-Learning Clearinghouse, 1-800-808-7378

Web Sites

Corporation for National Service
www.nationalservice.org

Nat'l Inst. for Out of School Time
www.wellesley.edu/WCW/CRW/SAC

IL State Board of Education
www.isbe.state.il.us/learnserve/pg1.htm

Read with Children After School
<http://www.siu.edu/offices/iii>

LOCATING

**Call
Illinois Network for Child Care
Resource and Referral Agencies
1-800-649-1884**

or in Chicago call

**Chicago MOST
773-564-8871**

AFTER-SCHOOL PROGRAMS

How to get connected with an after-school program *It 's as easy as 1-2-3*

Contact an afterschool program and experience the fun and fulfillment of reading with children and at the same time expanding your horizons and theirs too.

1. Call one of the phone numbers above. For Chicago, dial Chicago MOST, for the rest of the state call INCCRRA and tell them you are interested in "Reading with Children After School." They will give you the number of the nearest Child Care R&R
2. The Child Care R&R will refer you to an after-school program in your community. Call the after-school program to arrange a time to visit. The after-school program will also ask you to complete a form about who you are and your interest in reading with children. Bring a friend.
3. The afterschool program will give you information about the program, the children and what to expect. Together you will decide on a schedule.

The Illinois Network of Child Care Resource & Referral Agencies

INCCRRA is an organization of regional Child Care Resource & Referral (CCR&R) agencies serving communities throughout the state. Illinois CCR&Rs work in partnership with parents, business leaders, government officials, and child care providers to make quality child care available to Illinois families. Each CCR&R offers a set of core services: For parents: Consumer education, child care referrals, and eligibility determinations for subsidy programs. For providers: Training and technical assistance, resource lending library, educational scholarships, and referrals. For communities: Local child care supply and demand reports and recruitment of child care providers. Steve BeMiller is the Executive Director in Bloomington.

www.aces.uiuc.edu/~ILCARE/SDA/sda2.html

CHICAGO MOST

Making the Most of "Out-of-School-Time," MOST, is a national initiative of the DeWitt Wallace-Reader's Digest Fund. The National Institute on Out-of-School Time at the Center for Research on Women, Wellesley College serves as the national manager of the project as well as a source of school-age information. The goals are to support, strengthen, improve and expand services to school-age children and youth by implementing a host of community collaborative projects in a creative and comprehensive way. Chicago MOST supports, strengthens, improves, and expands services to school-age children and youth by implementing a host of community collaborative projects in a creative and comprehensive way. Leonette Coates is Executive Director in Chicago.

<http://homepage.interaccess.com/~chgomost/firstpg.html>

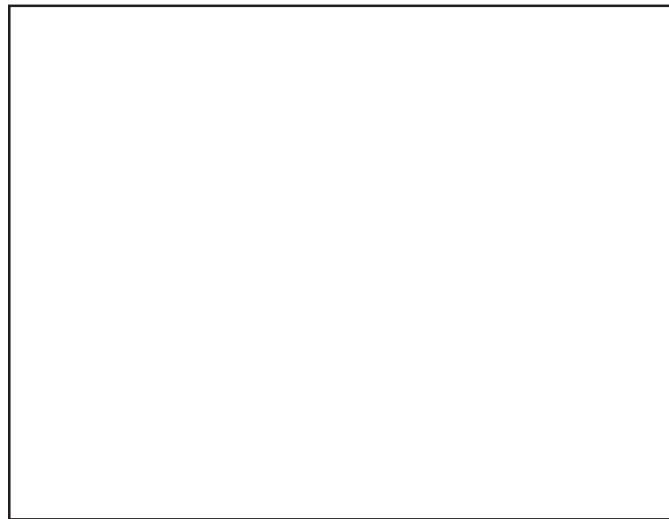
Reading is computers too!

We learn to read for different purposes. One is for pleasure and another is for gathering information about things that are happening around us. When we teach children to read we must include elements of science, math, and technology as well as traditional topics. Lourdes M. Monteagudo, Executive Director, Teachers Academy for Mathematics and Science, Chicago

by Joyce Mistina, Teacher
Learn and Serve, Evergreen School District

There are many senior citizens in Evergreen Park and so it seemed like a golden opportunity for one-on-one discussion about different topics. We discussed the possibility with students and they decided a computer project would be a good idea. The students designed the curriculum and developed a booklet. We all defined ourselves in different roles as we prepared for the first session. The students became teachers and tutors, the teacher became an observer (I had to stop myself many times from returning to my teacher role).

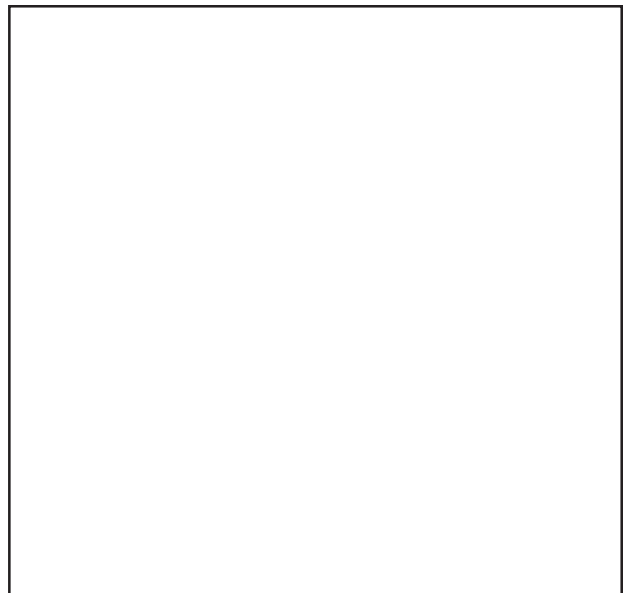
The students were very nervous for the first computer class.. Many said they were going to skip school. "You expect too much of us. It isn't easy to talk to someone for a whole hour." But when the day arrived the students all appeared. Many of the senior citizens arrived early, some as much as 45 minutes early. The students were nervous about having to talk one-on-one with a senior citizen, but they were prepared with questions and discussion topics. They introduced each other and talked about the senior citizen's high school years among other topics.



Later the students explained what they would do during the computer lesson and started the class. The first lesson planned was to teach the senior citizens how to use the mouse and play some games. One older gentleman said, "I don't want to play any games." The student wasn't certain how to deal with that, so he raised his hand to ask the teacher. It turned out that the gentleman had arthritis and wasn't sure about using the mouse. After the class, the stu-

dent talked about how uncomfortable he felt when the senior citizen didn't do what he wanted. The student said that gave him a new experience and helped him become more understanding of his teachers.

After the first session I heard comments from the students such as, "My student is the best." "No mine is!" The students were discussing the merits of their tutees and tales of the teaching sessions. The computer classes continued and were a great success. For information, 708-424-7400





**Rochelle
Lee**

Rochelle Lee's 10-Year Adventure Serving Her Community with Reading

We often hear the phrase, "One person can make a difference." Teachers and students sing the praises of Rochelle Lee's reading efforts in Chicago: "You help me create students who can read and do read," Debbie King; "In third grade I used to not like to read, but now in fifth grade I love to read a lot of books, all the time," Crystal Vargus; "I have grown personally and professionally. In my classroom there is a focus on reading," Susanne Schaefer; "My first graders love to step into my room. Everywhere they turn, they see books, your books, and their eyes widen with delight," Marcy Ring; "You possess a commitment to reading which has illuminated the path that I have chosen in working with my own students, that is, the essence of being a good reading teaching is to be an active reader," Rick Joseph.

Rochelle's retirement party in 1988 was the beginning of an adventure that has spanned a decade of advocacy for high-quality teaching methods in reading and encouraging reading in the classroom. Teachers and parents of some of the students she served in her 21 years as a teacher and librarian in the Chicago Public Schools helped her begin, in a one-room office on Clark St. Working with private contributions they set up their library of good books and started training teachers. Their purpose was simple, to promote a love of reading by working with grade-school teachers. "Reading is the key--it's the gateway kids have to pass through for success in school. But too often they think of reading as a chore, an endless drill. They don't see that it's enjoyable. They don't realize there are tremendous joys and satisfactions they can get from it," says Lee.

The growth in the program attests to its impact. In the first year the Rochelle Lee Fund (RLF) served 55 teachers in 21 schools with 9 workshops and 1505 children. In 1997 they served 351 teachers in 173 schools with 32 workshops and 8350 children served. For the 1999-2000 school year, 467 teachers will participate. Teachers apply to participate and those who are chosen participate in workshops and are given \$500 to expand their classroom libraries. RLF requires that teachers read aloud to children each day as well as provide daily time for children to read independently. The Fund promotes reading at home by training teachers to actively involve parents and caregivers.



Teacher workshops on reading and literature. In the background notice the wire baskets full of tantalizing books.

Workshops Offered to Reading Teachers

- | | |
|--|---|
| * Digging Deeper During Literature Discussions | * Effective Reading Strategies & the Illinois Standards for Reading |
| * Science + Reading=Understanding | * Teaching Children to Care |
| * Diaries in Literature | * Responsive Learning Communities |
| * A Day in Life of a Primary Language Arts Teacher | * Effective Communication |
| * Creating a Community of Learners | * Working with 2nd Languages |
| * Song Reading | * Storying & Storytelling |
| * An Invitation to Literature | * Bibliotherapy and Drug Education |
| * Getting Started with Drama | * Reaching our Uninvolved Parents |
| * Real Reading ... Science | * Readers in Special Education |
| * Multiple Intelligences | * Developing Real Readers |

"Reading is the key to every child's learning. It is the single most successful means of expanding a child's world and preparing him/her for a fulfilling and productive life. The Rochele Lee Fund exists to develop readers, children who not only know how to read, but do in fact read--fluently, frequently, and willingly." 773-989-8582

PTA: The Premier Volunteer Organization in the Schools

by Brenda Diehl, President
IL PTA

For each of us, our original motive in getting involved in the schools is often to be near our children or grandchildren. That motive quickly fades as we become touched by the other young people in the building.

Many members of the PTA have no children in school and yet they continue to serve the local school in many ways such as fund raising, tutoring, book drives, and more.

Promoting reading is one of the priorities of the IL PTA. If more adults were role models and mentors to young people, we would have fewer discipline problems and acting out in the schools. I encourage everyone who has a few spare hours to volunteer in your local school especially to read with the children. The rewards are great.

Challenges for IL PTA

As we prepare to celebrate our 100th birthday we have many challenges. Since we are a volunteer organization, many people in our communities are not familiar with what PTA is and the good that it does. I hope that by the end of my two-year term that our members will receive greater recognition in their communities which they so richly deserve. A constant challenge is reaching our members. We have to be more creative in how we provide information and how we develop leaders. The membership and leaders of this organization are not the same as they were 100 years ago or even 25 years ago. We have to continue to work toward our objective by innovative ways. In May of 2000 we will celebrate our 100th year as the premier volunteer organization in the schools. For information, 217-528-9617



Northeastern Illinois University's Child Care features a time for reading with retirees. Older adults are combining reading and service in many community college and university child care programs throughout the state.

Books are a predictor of achievement test performance

"Communities ranking well in achievement tests have several key variables such as an abundance of books in public libraries, easy access to books in the community at large libraries and bookstores, and teachers reading aloud." (Elley, 1992).

My Great-Aunt's Gift

By Patty Berndt
Social Work Graduate
Illinois State University

Having no children herself, my father's Aunt Leona always took an interest in my well-being. The fact that I was her sister's only grandchild, and my father was her "favorite nephew" put me in a position to receive special attention. Aunt Leona was an elementary school teacher, which may account for her interest in my education. Although she lived about a three-hour drive from us, we

visited her home almost once a month during my early years. She always took advantage of those visits to evaluate my progress in school.

One very special gift Aunt Leona gave to me was encouraging my love for reading. She always bought me books and talked to me about them. When I was a young teenager, my family moved to Central America. For a high school literature class Aunt Leona bought me every book on the additional reading list, because I could not access them at

the libraries where my family lived in Central America. I devoured them all, and read approximately 50 books that year (I always kept a yearly list).

Aunt Leona never stopped giving to me. I realize now that she may have sacrificed her own needs to buy books for me. She did not have the wealth to set up a trust for my education, or property to will to me. Yet, she made a great difference in my life by doing what she could, and, indeed she did leave me a fortune.

Breathing excitement into reading

The Dragon's Breath Cafe is an idea that is breathing new life into the fun of reading. On the second Wednesday evening of every month, third grade teacher Janet Muller, her 25 students at Duniway Elementary School, and their parents sit down with steaming cups of hot chocolate, warm cookies, and a children's book to read and discuss together.

Muller's motivation in inventing the cafe is to create a positive environment for students who have difficulties in reading and comprehension. "I became increasingly frustrated with the way schools were handling the situation," she says. "They take these little kids out, isolate them from the other students, and put them in lower reading groups. I thought it would be great for them if just once, they could be like everyone else and be reading the same book. "The cafe brings families closer together, says Muller, who believes this type of positive interaction gives youth a sense of accomplishment and support. "There is a clear definition between a successful student and an unsuccessful student," she says. "That's an adult who cares." And the kids who visit the Dragon's Breath Cafe know that their teacher and their parents care.

For more information, call the Take the Time Line at 503-248-5066 or entail ccfc.org @co.multnomah.or.us. From *Assets Magazine*, Spring 1999, Search Institute

Family Reading Night 1999

The single most important activity in which parents can contribute to literacy for their children is to read to them." (Becoming a Nation of Readers, Anderson, Hiebert, Scott, and Wilkinson, 1985). "Read Together Grow Together" the philosophy behind Family Reading Night encourages families to take time out of their busy schedules and read together. Family Reading Night has become a tradition in Illinois as a time when parents and children are invited to read during a special time together. The purpose is to have parents provide an example for their children and to actively encourage lifelong reading.



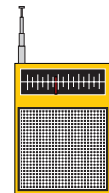
Karen Muskopf
Coordinator
Family Reading Nite

Ideally, we would like families to spend every night reading together, but reality dictates that sometimes, this just is not possible. So, Family Reading Night was developed to encourage Illinois families to put aside daily routines and spend quality time reading together. Family Reading Night is sponsored by Secretary of State and State Librarian Jesse White and the Illinois State Library in cooperation with libraries throughout the state. For further information, call 217-782-7749 or www.library.sos.state.il.us

Reading for Racing

by Colleen Duffy
Sportsmans Park

Often older boys don't like to participate in summer reading programs but they do with this program. It's all about racing. Racing drivers meet with children at the libraries and talk about racing and reading. If the kids want to learn more about racing, they can check out books. There is another incentive for them to read. After they read a certain number of books, they get passes to the race weekend. It isn't just for older boys though. School Children K-8th grade participate, in fact, last year 23,000 kids participated in the program. For further information, 773-242-1121



Great Idea for Radio Stations

Let's Read is a children's read-along show that airs every Sunday morning on LITE FM in Chicago at 7:30 a.m. The program is sponsored by the Chicago Tribune and LITE 93.9 FM. On a recent Sunday morning they read "The Rooster's Gift" and "Where the Wind Stops."

IDEAS FROM THE CHICAGO PUBLIC LIBRARY

LOOK AROUND READ AROUND CHICAGO

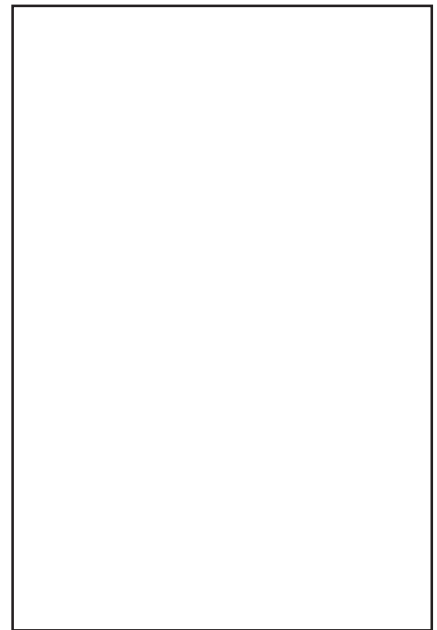


Commissioner Mary Dempsey talks about the importance of summer reading programs: "Elementary school children who read during the summer maintain their reading levels." The Chicago Public Library has sponsored a summer reading program since 1977 to involve children with books and creative reading programs. This year the Chicago Public Library invited all children and teens, ages 5-14, to *Look Around Read Around Chicago*, the Chicago Public Library's 1999 Summer Reading Program. *Look Around Read Around Chicago* offers readers the chance to discover books and learn about various points of interest in Chicago."



Mary Dempsey, Commissioner
Chicago Public Library

Students who are participating in the program started by picking up a colorful *Look Around Read Around Chicago* Reading Passport which allows young readers to keep track of the books they read. They can check out lots of books, and read for fun and also keep a list of the books they read in a Book Log. They can earn a weekly sticker on their Reader's Passport and report on the books at the Library throughout the summer. Dempsey said that *Look Around Read Around Chicago* is an enjoyable educational opportunity for Chicago's children and teens to read, learn and discover books and Chicago.



Students Participating in the Chicago
Public Library Look Around Read Around
Summer Reading Program

Other highlights of the *Look Around Read Around Chicago* Summer Reading Program have included authors Stuart Murphy (*MathStart Series*) and Debbie Dadey (*Bailey School Kids Series*). Storyteller Linda Gorham and actor Craig Sjogerman will visit the Chicago Public Library to tell stories of Chicago and the world; Folksinger Mark Dvorak will sing songs of Old Chicago at select Chicago Public Library locations; and the Lincoln Park Traveling Zoo and the Adler Planetarium's Star Lab will visit many libraries. Adult book discussions will also be featured in the summer activities. For further information call (312) 747-4050 or www.chipublib.org

Field Museum Pairs with Piccolo School in a Literacy Project

by Mary Ellen Munley
The Field Museum

The Piccolo Literacy Project is an innovative teaching program that capitalizes on a child's natural sense of exploration and curiosity. The project incorporates the highly concrete and vi-

sual learning that takes place as a museum into an instructional program for low-achieving students in a way that improves their literacy, reading comprehension, and science education while increasing their desire to learn.

A multi-component program, the Piccolo Literacy Project mobilizes the entire community--parents teachers, and students--to improve the classroom experience.

ORGANIZATIONS THAT PROMOTE READING

Illinois Reading Council

MISSION

The mission of the Illinois Reading Council is to provide support and leadership to educators as they promote and teach lifelong literacy.

VISION

The Illinois Reading Council advocates quality literacy opportunities for all learners and serves as a primary organization that provides educators at all levels access to research, materials, and methodologies to promote and teach lifelong literacy and learning. Support of an active, well-organized system of local and special interest councils and state committees provides a viable network for communication, exchange of information, and grass roots involve-

ment of a diverse membership. The IRC's publications, special projects, conferences, and workshops stimulate personal and professional growth of educators.

ILLINOIS READING COUNCIL CONFERENCE *March 16-18, 2000*

"Literacy, Laughter, and Learning:
Launching a New Millennium"
Springfield

- * PRESIDENT Hattie Spires,
Ellington School, Chicago
- * PRESIDENT ELECT Marsha
Strader, Charleston Community Unit
Schools, Charleston
- * VICE PRESIDENT Mike Ellerman,
Augusta
- * CORRESPONDING SECRETARY

Pam Rosa, Pekin Public Schools
#108, Pekin

* RECORDING SECRETARY Pamela
Nelson, Naperville

* TREASURER Linda Hileman,
Cobden

* PAST PRESIDENT Barbara Haas,
Waterloo Community Unit District
#5, Waterloo

* MEMBERSHIP CHAIR Debbie
Gurlitz, Northbrook

Membership is \$25 and includes the
Illinois Reading Council Journal and
the newsletter, the *Communicator*.

Illinois Reading Council, 1210 Fort
Jesse Road, Suite B2, Normal, IL
61761-1836, 309-454-1341, 888-454-
1341, FAX 309-454-3512,
ircread@dave-world.net

<http://homepage.davesworld.net/~ircread>

Illinois Association of Teachers of English

The Illinois Association of Teachers of English is a professional organization for teachers of English/Language Arts. IATE is organized by districts throughout the state, each district having a district leader and providing local activities to members throughout the year. In addition, IATE maintains standing committees that address a number of professional interests, works with other professional organizations to further the interests of teachers, and provides videotaped interviews of our Authors of the Year. Composed of nearly 1500 teachers throughout the state, IATE provides a working network for the exchange of teaching tips, current research, and professional development as well as enduring friendships.

1998-1999 Officers:

PRESIDENT Lela DeToye, SIU
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FIRST VICE PRESIDENT John
Strauch, Washington Community
High School, Washington;
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#5, Henry

ANNUAL CONVENTION

"A Century of Issues...A Year for
Answers" *October 22 & 23, 1999—
Holiday Inn City Center, Peoria, IL*
Journal: Illinois English Bulletin
Newsletter: IATE Newsletter

Contact Univ. of Illinois, 208 English
Building, 608 S. Wright Street,
Urbana, IL 61801, (217) 333-2391 or
[www.ECNet.Net/users/mfwc/
wiu/iatehome](http://www.ECNet.Net/users/mfwc/wiu/iatehome)

ABOUT THE ILLINOIS CENTER FOR THE BOOK



The Illinois Center for the Book is an affiliate of the Center for the Book in the Library of Congress and a non-profit organization promoting books, book arts, libraries, and reading in Illinois. Established in 1985, the organization's chief goal is to stimulate public interest in the written word and encourage the creativity and economic well-being of those who make up the Illinois book community — authors, publishers, booksellers, libraries, teachers, book designers, printers, etc. Contact Sandra Bellatti, 217-524-8835

What is Happening with Literacy in Illinois?

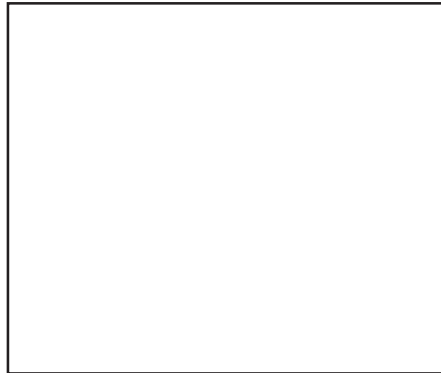
by Judy Rake, Director,
Secretary of State's Literacy Program

According to an adult literacy survey conducted in 1992, nearly 4 million adults in Illinois lack the reading and math skills to function effectively at home, at work, or in their community. Sixty percent of unemployed adults, and two-thirds of people out of the labor force, performed in the lower ranges on the survey. The Nat'l Literacy Survey indicated that parents' educational levels continue to be a primary factor in academic success for future generations.

The Secretary of State's Literacy projects serve about 30,000 adults a year in its community volunteer program, 2500 adult employees in workplace programs, and 3500 family members in family literacy projects. The average adult gains 1.5 reading levels for every six months of study with a volunteer tutor.

Attitudes toward literacy have become more open in the 90's. In the 80's people who wished to increase their basic reading and writing skills were embarrassed or ashamed to come forward for help. Confidentiality was indeed a very big issue. Today, people are supported when they come forward to improve their skills. There is much more of an emphasis today on literacy as a means to put people to work or to help with job advancement.

There are more resources available to support literacy students. These resources include dollars and also



Judy Rake

better instructional materials designed to meet everyday literacy needs, better trained staff, and volunteer tutors.

Numbers don't tell the real story of the triumphs. Triumphs include individual persons and families who have significantly changed the quality of their lives. Adults are now functioning better as workers, citizens, and parents in gaining basic skills. This leads to a stronger economy, responsible citizens, and parents whose newfound skills help them to help their children succeed in school.

New emphasis on literacy with federal initiatives such as America Reads, the Reading Excellence Act, and the Workforce Investment Act have drawn public attention to a better understanding that literacy is

The Points of Light Foundation equates volunteer service to \$13.74 an hour. The average volunteer provides \$1,500 of service to the Illinois literacy effort. Last year, community volunteers contributed the equivalent of \$19,000,000.

not an either or situation because literacy changes as the need for more and more advanced skills changes all of society. Today more people understand that literacy is really a lifelong learning concept and that we all move along a continuum toward higher and more varied skills to function well in our everyday lives.

The challenges today include the need for better coordination of the many services available to adults and children working toward improved literacy skills. Many agencies and state and federal programs provide resources for literacy which if better coordinated could provide even more and better services to those in need of improving their skills. It is estimated for example, that only 10-12 per cent of adults without high school diplomas are actually enrolled in literacy or adult education programs.

If the system were better coordinated you'd have learning communities throughout the state which could be responsible for making citizens aware of services and provide comprehensive services to local residents. Agencies funding literacy efforts could concentrate on providing the services they were most qualified to serve. Combined resources would support the much needed public awareness in each community so that everyone would know about and could participate in the particular services needed for literacy improvement. For further information call 1-800-665-5576
www.library.sos.state.il.us/isl/isl.html

WHAT'S HAPPENING IN ILLINOIS?



Jean E. Wilkins

Jean E. Wilkins was appointed Director of the Illinois State Library by Jesse White, Secretary of State and State Librarian. Wilkins talks about her path to this new position.

Background

My father was successful in working with groups of people and could do it in such a way that people were happily persuaded. He was very good at resolving conflict. His example has been a good model for me throughout my life because so much of what I do and have done is make linkages and build coalitions.

My music teacher in Anna (Marion Mitchell) inspired me to go into education and music. I completed my baccalaureate at Murphy State in music education. We moved to Springfield and I started working at the Illinois State Library, starting from the ground up. At one point, I decided that I needed to learn more about libraries so commuted two days a week to the University of Illinois in Champaign.

I started in the OCLC (Online Computer Library Center) network office in continuing education, then worked as a consultant, and in 1987 I became manager of OCLC. Six years ago, I became associate director for operations.

New Director for Illinois State Library

Challenges for Libraries in Illinois

1. Staying current with technology. It is an unending cycle of buying and training because innovations come and everyone must learn new skills for technology; then another round of technological innovations is received.
2. Providing services to all citizens on both ends of the spectrum, especially people living in communities that don't have a tax base.
3. Leveling the playing field in the "digital divide" between those who are and those who are not computer literate.

Trends

It's certainly apparent that libraries need to make a commitment to lifelong learning. We need to reemphasize our programs for all age groups and be aware of trends and conditions in our communities. This is vital if libraries want to be a primary gathering place in their communities. They must make themselves attractive so that citizens will use them. Technology plays an even larger role, but we want to believe that the book will continue to be important.

Volunteerism

Libraries have a long history of volunteerism and offer many opportunities for volunteers. In fact, because no publicly funded entity every has enough staff, volunteers fill many of the roles that make certain programs available, including programs for children, mentors, tutors, and homework assistance. There is no shortage of need.

Future

I would like to see us staying on the cutting edge of technology and hope that libraries will move toward remaining a vital and visible place in the community. We will continue to stress

the importance of literacy and training in literacy. The library is one of the logical institutions to play that role.

Partnerships

The times are such that everyone is developing partnerships. Libraries and museums are coming together in new relationships. Libraries in local communities are often the force that brings organizations together.

Reading Programs

Many reading initiatives are sponsored by the Illinois State Library, the Secretary of States Office, the Library of Congress Center for the Book such as, Family Reading Night, summer reading programs, contests, and "Letters about Literature."

Illinois State Library

The Illinois State Library supports the literacy interests of the citizens of Illinois and elected officials, government employees, and the legislature by honing the collection to serve them. We provide a research service and full reference service for legislation.

We provide service to Illinois citizens and encourage them to use our facilities. Anyone with a library card for any public library in the state is welcome to check out materials in the building or through inter-library loan.

www.library.sos.state.il.us



Victor Boschini

Victor Boschini assumed the position as President of Illinois State University on July 1, 1999.

Background

I grew up in Cleveland, Ohio, as one of three children. I have a twin sister and an older sister. I am not sure if experiences in my youth prepared me to be

the president of a university but the sum of involvement in a variety of clubs and organizations since high school will help me *in* my job.

My heroes are teachers I had along the way. I believe that every individual is what they are because of, or in spite of, some teacher they had. I was truly blessed to have had a variety of wonderful teachers in both my K-12 setting and especially during all my undergraduate and graduate years. Several of these individuals really made a difference in my life. They opened my mind to possibilities that I never realized existed. I also think that a good teacher allows learners the freedom to explore a variety of areas on their own while having the knowledge to intercede when necessary.

I have taught in the College of Education at Illinois State University for the past two years. This has really been a highlight of my time here at Illinois State. One of the highest compliments I feel could be paid to anyone is to be told that they are a good teacher. Hopefully, some of my students feel that way about me. At least, that is my goal.

Challenges

The three greatest challenges for higher education in the foreseeable future will be as follows:

1. The need for resources which are raised through private and corporate means,
2. Increased regulation by a variety of outside "authorities,"
3. The ability to adapt educational programs to fit diverse individuals and different learning styles. In other words, I believe much of what is done on the modern college campus is geared toward seventeen through twenty-one-year-old college students. We need to broaden our definition of learner. We also need to make sure that we include others in the learning process regardless of their abilities, age, background, and so forth.



David Strand

President David Strand retired from the presidency on July 1. He will return to teaching in the Department of Educational Administration. Thank you President Strand!

David Strand became the 15th president of Illinois State University in August 1995 after serving the University as vice president and provost and as vice president for Business and Finance on two separate occasions. Strand is retiring from the presidency with a remarkable record of fund raising, building positive relationships within the university, and strong achievements for diversity and equity.

Strand will be especially remembered for his strong support for older learner programs and for welcoming older adults on campus. The Illinois State University program for is a model for the state, no other university has tapped the resources of older adults as effectively as Strand. Congratulations and Best wishes!

Boschini continued

The aging population.

I am very interested in involving "older" adults on our campus. Each day I am closer to being one of them! I firmly believe that the benefits of intergenerational learning can not be overstated.

Service Learning.

I am very committed to Service Learning. I have been involved with the Campus Compact movement in both Indiana and Illinois and am currently serving a term as the Chair of the Illinois Campus Compact. Compact is a coalition of college and university presidents across the country who work to foster the values of service learning within the college curriculum. I believe we have some excellent initiatives here at Illinois State in this regard. We have a variety of professors who are very committed to this movement and their numbers are growing. I also believe that it is in our best interest to make sure that students who attend our university realize the importance of giving back to the greater community once they graduate. Integrating service learning into the curriculum is one very important way to stress this point.

Continued on page 36

Getting back to basic values: A community college program

Leadership and Core Values
by Charles Novak, President
Richland Community College

Dwight Eisenhower said a long time ago, "You can't legislate morals." But, you can lead people to a higher level of consciousness, and that is what the Leadership and Core Values Initiative is all about.

The Leadership and Core Values Initiative became important to Illinois community colleges in light of the current public debate about moral awareness. Values refer to ideas and forms of behavior that are desirable or worthy and have as their effect the improvement of community and society. The Leadership and Core Values Initiative for the Illinois community colleges encourages colleges to explore their own values, what is important to the faculty, staff, and community served by the college, and to ask the question: "Will the values people demonstrate today help us or hurt us in the next century?"

Illinois community colleges decided to explore questions about moral awareness and values in order to find out whether people believe values are important. If they are important, then what role might education play in helping create a new level of moral awareness and values clarification.

The primary goals of the Initiative

1. EXPLORE: Encourage discussion among our faculty, staff, and institutions about values and ethics,
2. ADOPT: Encourage colleges, their faculty, their staff to embrace ethical standards and practices and make that a part of the institutional culture.
3. TEACH: Explore and develop methods for including ethical practices in our teaching and in our institutional culture. In other words, if it is appropriate and can be done, how do we touch our students and the constituents we serve with the issues and practices we have talked about ourselves. The three goals, explore, adopt, and teach, are not a small task.

Developing of a pattern of leadership by core values:

- 1) The President and other key leaders should develop a vision statement describing the future image of the college, which can then be used to spearhead the activities and events that commence the organizational change

"Diverse in demographics and culture, the students enrolled at Illinois community colleges reflect the character of our communities and of the colleges they attend. We find common ground within each college to progress successfully because of that diversity. Successful leadership must be built on upon recognition of that diversity and the common core values embodied by it,"

Joe Neely, Vice Chair, IL Community College Board
The Leadership and Core Values committee is comprised of board members, Joe Neely, Lee Walker, and Martha Olsson

process. Without the President and other key leaders' support enough resources in time or finances will not be devoted to this new process.

- 2) All organizational members should become engaged in identifying the college's core values. Activities should be held to identify and prioritize core values for the organization.

- 3) Employees should become more sensitive to value-related work issues, which can be accomplished by discussing actual issues and identifying the values that are challenged. Some issues will be easy to decide, as in situations where there is a definite right and wrong component. Conflict and confusion are created when choices are forced between two organizational values that are both identified as important.

- 4) Develop a safe, trusting work environment. Unless trust is established, employees will not feel comfortable discussing work operations.

- 5) Focus groups are commonly used in leadership by core values. Empowered employees need to be trained to work effectively in these groups. Work projects can be delegated, and increased sharing of decision-making authority should be given to work groups.

- 6) The organizational structure needs to be assessed for effectiveness. Organizational charts should become leaner and flatter to reflect the increased sharing of decisions by work groups. For further information contact Yvonne Singly, ICCB, 217-785-0123

WHAT'S HAPPENING IN ILLINOIS?

Boschini *From page 35*
Vision for the future.

If I could wave a magic wand at Illinois State University, we would garner enough money from private and corporate donations to augment what we already receive from the citizens of Illinois to ensure that we could "create" our destiny versus "accepting" it. In other words, I would like to have enough resources on our campus to actually implement the many excellent ideas of our faculty and staff come up with on a daily basis. Currently we are constrained, as other institutions, not really by our intellect but more by our resources.

Advice for students.

My main advice to students is to make sure you become and remain active participants in the learning process. Engage your professors in conversation both in and outside of the classroom. Keep in mind that what you take from any college experience will depend heavily on how much of yourself you are willing to invest in that particular experience. Finally, I would encourage students to recognize, and appreciate the extraordinary commitment many of your teachers.

Intergenerational Public Policy

Hope for the Children and The Institute of Government, University of Illinois (IGPA) established the Children Research and Policy Program (RAPP). On April 12th, they sponsored a day-long conference to discuss intergenerational issues. The Illinois Office on Aging and Intergenerational Initiative at Southern Illinois University co-sponsored the conference which was funded by Ronald McDonald House Charities.

Among the internationally known experts who spoke were Robert Blancato, former Director of the White House Conference on Aging; Donna Butts, Executive Director of Generations United in Washington, D.C.; Jacob Climo, Michigan State University; Susan Ettner, UCLA Dept. of Medicine, and Brenda Krause Eheart. The keynote address was given by Gunhild Hagestaad, a Professor of Sociology at Northwestern University and Agder College in Norway. From the Key (Hope for the Children Newsletter), Summer 1999

New Learn and Serve Leadership at the State Board of Education

On April 1, 1999, Bill Garcia, who has led ISBE's School-Based Learn and Serve program for the past three years, accepted a new assignment with the Division of Middle Level Education. His replacement in Learn and Serve activities is Dr. Gary Greene who is also active in the State Board's Partnership 2000 work. Both are strong advocates for a model of service learning that is curriculum based. During Bill's tenure as State Board coordinator of K-12 School-Based Learn and Serve, service learning made several notable advances. The effectiveness of service learning as a pedagogical approach has been strengthened by requiring Learn and Serve grantees to link their programs to Illinois Learning Standards. He also has encouraged collaboration between the different segments of service and has helped publicize the "Illinois model" of quality service learning. From *Learn and Serve in Illinois*, Spring 1999. To contact Gary Greene: 312-814-3606, ggreene@smtp.state.il.us

Illinois High Schools Receive White House Recognition for Outstanding Service Learning

Washington, DC: PACE High School in Blue Island and Harry D. Jacobs High School in Algonquin were named as National Service Learning Leader Schools through a new presidential initiative that recognized schools for their excellence in service learning. Other finalists were Alonzo Stagg High School in Tinley Park, Cisne High School, and Paris High School.

Service learning combines academics with community service in a way that benefits students, teaches civic responsibility, and strengthens communities. As part of their award, schools are asked to lead other schools in starting or improving their service learning programs.

"These schools are models of what is working in education. They are on the cutting edge of a growing service-learning movement and their experience and success will serve as examples to others," said Harris Wofford, CEO of the Corporation for National Service, which administers the award program.

For further information, call 800-628-8442. Mrs. Sylvia Walter, PACE High School, 708-597-8862; Ms. Linda Robinson, Jacobs High School, 847-658-2500; or www.isbe.state.il.us/learnserve/

Coming

August

August 21-24, The Prudential Youth Leadership Institute, Help Young People Become Today's Leaders, Boston, MA, Contact 202-729-8142, pyli@points oflight.org

September

September 7-9: "Libraries and Literacy," Springfield, Office of Secretary of State and IL State Library, Chicago, 1-800-665-5576 ccollet@library.sos.state.il.us

September 12: Grandparents Day

September 28-30: Learns (Linking Education and America Reads through National Service), Tim Krieger, 312-353-8283

September 30-October 1: Illinois Education and Technology Conference, Crowne Plaza, Springfield, www.cait.org/ietc/ 217-893-1431

September 30-October 2: "Community Works," Smart Teens Make Safer Communities, Nat'l Crime Prevention Council, Philadelphia, 202-466-6272, www.ncpc.org/natservice/ 1-800-355-1200

October

Oct 1: Start Early: Learning Begins at Birth, Professional Development Conference, Voices for Illinois Children, Chicago, contact Joan Vitale, 312-516-5555

Oct 1-3: National Storytelling Festival, Jonesborough, TN, 800-952-8392

October 2: Worldwide Global Embrace Walk; A series of walk events circling the globe, in time zone after time zone. Each walk is scheduled to begin at 11:00 a.m. and walks will start in countries in the Pacific, where the date line marks the start of a new day. The first will begin in New Zealand followed by Australia, countries in Asia, and eventually reach the Middle East Africa, Europe, and the Americas, where the last locations will close the Embrace Day. Call 212-481-5142.

October 2-5, The Prudential Youth Leadership Institute, Help Young People Become Today's Leaders, Chicago, IL, Contact The Points of Light Foundation, 202-729-8142, pyli@points oflight.org

Oct: 13-14 "International Programmes to Promote Social Change," Maastricht, The Netherlands, 412-648-7155

Oct 20: Southern Illinois Volunteer Conference, sponsored by community colleges, universities, and social service agencies in southern Illinois. For further information, Rex Duncan, 618-437-5321x352

October 20-23, Advancing Strategies for Civic Renewal and Workforce Development Through Experiential Education, National Society for Experiential Education National Conference, San Diego, CA, Contact NSEE, 3509 Haworth Drive, Suite 207, Raleigh, NC, www.nsee.org

October 22 & 23, "A Century of Issues...A Year for Answers" IL Assoc. of Teachers of English, —Holiday Inn City Center, Peoria, (217) 333-2391 or www.ECNet.Net/users/mfwc/wiu/iatehome

November

November 1: Intergenerational Conference, Chicago Metropolitan Intergenerational Committee, Arlington Heights, Call Maureen Statlan, 847-718-7717 mstatlan@dist214.k12.il.us

Nov. 7-10: One World, One Purpose, Service to Other, Assoc. for Volunteer Administration, Hyatt O'Hare Regency, Contact Lisa Hanson-Braun 847-359-7490, Speakers are Elaine Chao, John Powers, and Heanne Bradner, www.avaintl.org avaintl@mindspring.com

Nov. 10-13: Technology and Learning, Dallas Convention Center, National School Boards Association, www.nsba.org/T+L, 703-519-6497

Nov. 18: Family Reading Night, Secretary of State's Office and Illinois State Library, Contact Karen Muskopf, 217-782-7749

Nov. 19-23: "New Perspectives on Aging in the Post Genome Era," Gerontological Society of America, San Francisco, 202-842-1275. geron@geron.org, www.geron.org

December

Dec. 1-3: "Honor the past, Imagine the Future," Governor's Conference on Aging and Human Services, Chicago, 217-785-4225

Don't Miss This Workshop

Coming October 25-26-27

Intergenerational Dialogue

featuring Jim Gambone

Contact Mary Selinski, Illinois Dept. on Aging, 217-785-3355

Fall Continuance

The growing field of aging studies

The predominant attitudes about aging

Learning in the later years

Successful Aging: Is it a laughing matter?

History of *Lifelong*

Continued from back cover

Lifelong Education and Involvement Strategies for Those 55 and Over

The Lifelong group started as a coalition of community colleges that provided educational programs for older adults. The organization met twice each year to share ideas and information about programming for older learners. In 1996 the group expanded to include universities.

Beginnings

In 1989 the Illinois Community College Board and the Illinois Intergenerational Initiative conducted a survey to determine interest in programs and services for older persons. A number of those who responded to the survey joined a planning committee to discuss possibilities and a plan for the future. The recommendations of the survey and the planning group emphasized the need for dialogue between community colleges regarding the older population.

In 1991, funding was provided by the American Association of Retired Persons, the Illinois Department on Aging, the Illinois Board of Higher Education and the Retirement Research Foundation to develop the organization and the first conference was held.

Purpose of Lifelong

The purpose is to involve older persons on campus as learners and in service opportunities. *Lifelong* has collectively developed a Directory, conducted studies on the educational interests of older adults, and provided several workshops and speakers on topics of interest to the group.

The new Directory will be available this fall. For more information, www.siu.edu/offices/iii or call 618-453-1186

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The Intergenerational Initiative is a coalition of individuals and organizations committed to:

- Publicizing the good news about intergenerational activities
- Serving as proponents for collaborative efforts between generations
- Fostering alliances that enhance education at all levels
- Involving young and old in solving public problems through civic involvement

The Initiative is a Higher Education Cooperation Act partnership funded by the Illinois Board of Higher Education. The following education and aging organizations are partners:

• American Association of Retired Persons
• Chicago State University • Council of IL Community College Presidents • Eastern Illinois University • Federation of Independent Illinois Colleges and Universities • Governors State University • Illinois Association of Regional Superintendents • Illinois Association of School Boards • Illinois Association of Regional Superintendents • Illinois Association of Senior Centers • Illinois Coalition on Aging • Illinois Community College Board • Illinois Community College Trustees Assoc • Illinois Community College Council of Presidents • Illinois Corporation for National & Community Service • Illinois Department on Aging • Illinois Department of Children and Family Services • Illinois Department of Corrections • Illinois Department of Human Services • Illinois Department of Public Health • Illinois Education Assoc. • Illinois Learning Partnership • Illinois Principals Assoc. • Illinois PTA • Illinois Retired Teachers Association • IL Assoc. of Rural and Small Schools • Illinois State Board of Education • Illinois State Library • Illinois State University • Northeastern Illinois University • Northern Illinois University • Service Corps of Retired Executives • Southern Illinois University System • University of Illinois System • Western Illinois University

Continuance is a quarterly publication providing information about intergenerational activities and programs thus promoting a continuance of history, knowledge, understanding, and humor between generations. The newsletter is a collaborative effort of the thirty-three partners listed above.

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Lifelong Discussion Groups

What is the meaning of education in your life?

In preparation for the Governor's Summit on Aging, older learners across the state will gather at regional meetings to discuss the value of education and learning in their lives. Older learners will develop recommendations about aging and education to be presented to the Illinois Department on Aging. For further information call 618-453-1186 or www.siu.edu/offices/iii

Discussion groups will be held in August, September, and early October. The meetings scheduled as of press time include: Rockford, Chicago, Quincy, Champaign, Carbondale, and Edwardsville.

Lifelong is an organization of community college and university coordinators who manage programs for older learners. *continued on page 39*

Continuance is a quarterly publication providing information about intergenerational activities and programs thus promoting a continuance of history, knowledge, understanding and humor between generations. *Continuance* is funded by the Illinois Board of Higher Education and is provided free to Illinois residents. the Intergenerational Initiative is located at SIUC, Mailcode 4341, Carbondale, IL 62901, 618-453-1186, FAX 618-453-4295, Email ilii@siu.edu Web site: <http://www.siu.edu/offices/iii>

Continuance

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